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ABSTRACT

Thirty vocational education teachers and supervisors who taught disadvantaged and/or handicapped students attended a 3-week inservice institute designed to: (1) provide them with the expertise to better understand the various problems of the disadvantaged and handicapped, and (2) provide training and self-exploratory experiences. Institute activities consisted of small group discussions and presentations by teaching consultants on such topics as factors contributing to low academic achievement, sociological influences on the disadvantaged, motivating disadvantaged students, and social aspects of the handicapped. Evaluation of the institute was accomplished by a rating scale and by three pre- and post-test instruments which assessed participants' perception of their knowledge, their attitudes, and their cognitions regarding teaching the disadvantaged. During the 9 months following the institue, each participant was visited twice by institute personnel who provided further aid, observed the extent to which teachers were utilizing methods and techniques learned, and determined the effectiveness of the methods. Two 1-day workshops were held to discuss the results of the teaching methods and provide additional information. (SB)

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FINAL REPORT
OF
A TEACHER TRAINING PROGRAM
FOR
VOCATIONAL EDUCATION TEACHERS AND SUPERVISORS

Project No. OEG-0-70-1956(725)
Grant No. 002500

INSERVICE RE-TRAINING OF VOCATIONAL EDUCATION PERSONNEL TO AMPLIFY AND ENHANCE THEIR ROLE IN WORKING WITH DISADVANTAGED AND HANDICAPPED LEARNERS

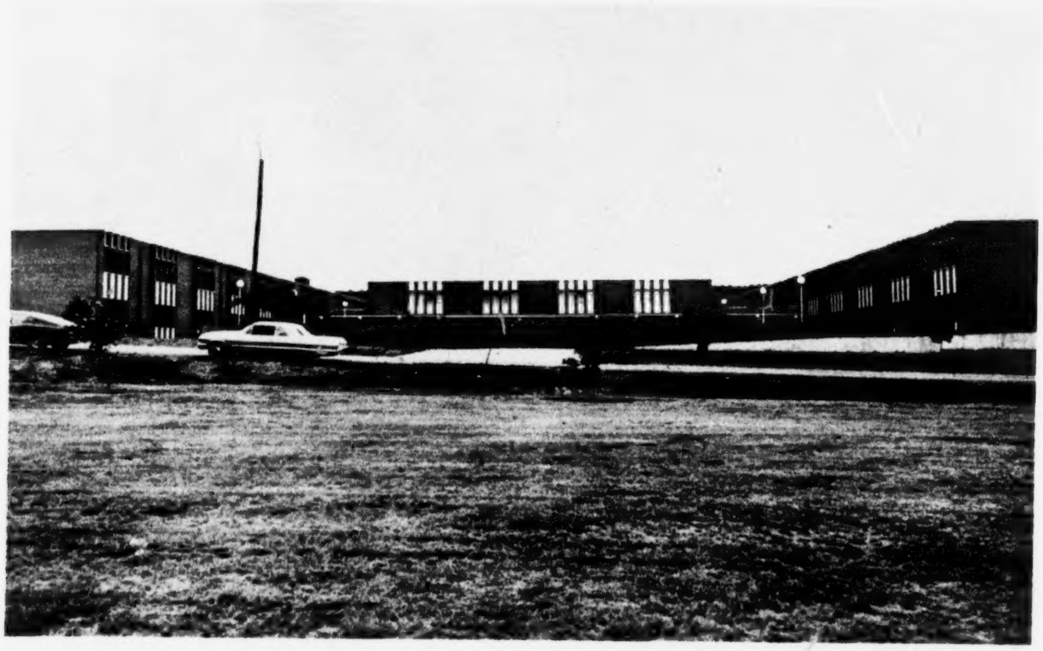
By

JAMES I. DAWSON

Alabama Agricultural and Mechanical University
Huntsville, Alabama

In Cooperation With
Auburn University
Auburn, Alabama

July 1971



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The institute and follow-up study reported herein were conducted pursuant to an EPDA Grant under the auspicies of the Alabama State Department of Education, Vocational Education Division. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Vocational Division

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ACKNOWLEDGMENTS

The Project Director wishes to express his sincere appreciation to the members of the Steering Committee for their advice and guidance in planning and developing the Institute and Follow-up Programs. A listing of the members who served on this committee is contained in Appendix A.

Particular gratitude is extended to faculty members of Auburn University who cooperated in planning, developing and sponsoring the program. These persons were Mr. W. C. Clayton, Dr. V. S. Eaddy, Dr. James Selman, and Dr. R. W. Montgomery.

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SUMMARY

PROJECT NO.: OEG-0-70-1956(725)

GRANT NO.: 002500

TITLE: Inservice Re-Training of Vocational Education Personnel to Amplify and Enhance Their Role in Working with Disadvantaged and Handicapped Learners

PROJECT DIRECTOR: James I. Dawson, Head
Agri-Business Education Department

INSTITUTION: Alabama Agricultural and Mechanical University
Huntsville, Alabama

TRAINING PERIOD: June 1, 1970 to
May 30, 1971

The Problem

From twenty to thirty percent of the student population in the United States fall within the "classified" disadvantaged category. One out of every five youths in the rural area and one out of every three youths in the urban area are considered disadvantaged. A significant number of these individuals select some area of vocational education as a chosen vocation. Nevertheless, most vocational education programs are not comprehensive enough to adequately meet the needs of the disadvantaged and handicapped.

Many vocational education teachers do not possess the expertise to effectively understand and teach the disadvantaged and handicapped. As a result of this inadequacy, many disadvantaged and handicapped individuals are suffering from a lack of the proper education and training needed to enter and advance on a job.

Objectives

The general objective of the program was to arm the teachers with the expertise to better understand the various problems of the disadvantaged and handicapped and to provide training and self-exploratory experience in terms of personal needs in teaching these individuals.

More specifically, the program was designed:

1. To further develop an ideal philosophy and commitment of vocational teachers in teaching the disadvantaged and handicapped.
2. To enable vocational education teachers to better understand the disadvantaged and handicapped individuals, and understand their social, cultural and socio-economic problems.
3. To develop an understanding of the psychology of learning of the disadvantaged and handicapped; including psychological, sociological, and cultural influences on learning.
4. To acquaint the teachers with methods and techniques of effectively communicating with the disadvantaged and handicapped.
5. To extend the teachers' expertise in counseling the disadvantaged and handicapped.
6. To further develop the vocational education teachers' ability to motivate the disadvantaged and handicapped.
7. To extend the teachers' knowledge of developing and implementing a program based on special needs of the disadvantaged and handicapped.
8. To develop the ability to utilize community resources in developing and implementing programs for the disadvantaged and handicapped.
9. To enable the teachers to use a variety of measurement and evaluation instruments in determining the strengths and weaknesses of programs for the disadvantaged and handicapped.
10. To better acquaint vocational education teachers with methods and techniques of using individualized instruction for teaching disadvantaged and handicapped students.

Procedures

A consortium was formed consisting of representatives from Alabama A. & M. University and Auburn University for the purpose of developing and coordinating the program activities.

The participants for the program consisted of thirty vocational education teachers and supervisors who taught a significant number of disadvantaged and/or handicapped individuals.

Twelve teaching consultants were employed to teach the twenty program content areas.

The three-week institute was held from June 27 through August 14, 1970, on Alabama A. & M. University's Campus. A nine-month institute follow-up program consisting of center visitations and two one-day workshops was developed and implemented.

The administrative staff consisted of a project director, two graduate assistants, (two graduate assistants for the institute and one graduate assistant for the follow-up program) and a secretary, from Alabama A. & M. University, and two faculty members from Auburn University.

Evaluation

The institute and follow-up program were evaluated by using pretest and posttest evaluative instruments, and institute and workshop rating scales.

The statistical analyses used to determine if there were significant differences and/or relationships between means and variables were: (1) Wilcoxon Matched-Pairs Sign-Ranks Test, (2) Mann-Whitney U Test, (3) Analysis of Variance, (4) Pearson Product Moment Correlation, (5) Correlated t-test, and (6) Spearman Rank Order Correlation.

Findings, Conclusions and Recommendations

The Wilcoxon Matched-Pairs Signs-Rank Test showed a significant difference, at the .05 level, between what the teachers thought "would" indicate the degree of their knowledge relative to teaching the disadvantaged and

handicapped from before to after the three-week institute. The Wilcoxon Matched-Pairs Signs-Ranks Test also showed a significant difference at the .01 level, between what the teachers thought "would" indicate the degree of their knowledge of teaching the disadvantaged and handicapped from before to after the institute.

The Mann-Whitney U Test showed a significant difference at the .01 level, between what the teachers thought "would" and "ought" to indicate the degree of their knowledge of teaching the disadvantaged and handicapped before participating in the institute. The Mann-Whitney U Test also showed a significant difference at the .05 level, between what the teachers thought "ought" and "would" indicate the degree of their knowledge of teaching the disadvantaged and handicapped after participating in the institute.

A Spearman Rank Order Correlation and a Correlated t-test showed a positive and significant correlation between what the teachers thought "would" indicate the degree of their knowledge of teaching the disadvantaged and handicapped from before to after the institute.

By Analyses of Variance, no significant difference was found between the participants' mean pre-test and post-test attitude test scores, as measured by a Semantic Differential Scale.

A Pearson Product Moment Correlation showed a positive and significant correlation between the participants' pre-test and post-test cognitive learning (multiple choice) test scores. A correlated t-test also showed a significant difference, at the .01 level, between the participants' mean test scores from before to after the institute.

The participants' evaluation of the institute and two workshops showed mean ratings high enough to conclude that they were of the opinion that the institute and workshops were highly successful in obtaining the stated objectives.

The participants made several relevant recommendations which can be used to improve similar institutes and workshops.

From results of statistical analyses and rating scales, it was concluded that the program (institute and follow-up study) was successful in obtaining the stated objectives.

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I. Pre-Test and Post-Test Score Results of What 30 Vocational Education Teachers Thought "Ought" to Indicate the Degree of Their Knowledge of Teaching the Disadvantaged and Handicapped

II. Pre-Test and Post-Test Score Results of What 30 Vocational Education Teachers Thought "Would" Indicate the Degree of Their Knowledge of Teaching the Disadvantaged and Handicapped

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CHAPTER I

INTRODUCTION

Since the enactment of the 1968 Amendment to the Vocational Education Act, vocational education has placed emphasis on developing and implementing vocational training programs oriented directly to the needs of the students. The authors of the 1968 Amendment recognized the importance of vocational education to disadvantaged persons and composed it accordingly.

The term "disadvantaged persons", as stated in the Rules and Regulations of the 1968 Amendments, refers to "persons who have academic, socio-economic, cultural or other handicaps which prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps."

Most of the disadvantaged are found in the city slums and in the rural depressed areas consisting of dilapidated housing and deserted homes in which there exist hunger, malnutrition, unpaid debts, juvenile delinquency, and alcoholism. These individuals usually have (1) low educational and aspirational levels; (2) unsatisfactory medical and dental care; (3) high premature birth rates; and (4) low family income. Because of these difficulties, a tremendous motivational problem exists. In many instances, they become disillusioned and frustrated and find it difficult to succeed in the conventional school setting.

A challenge to vocational teachers is to identify special needs of the disadvantaged and develop their potential talent. With specialized training, these people can become employable and placed into the mainstream of our economy.

Even a greater challenge to vocational teacher-educators is to develop and implement successful teacher-training programs to train vocational teachers to teach the disadvantaged and handicapped, with emphasis on the concrete (usage and application) rather than on the abstract (theory, rules and formulas).

This Institute was designed to provide an educational program for teachers of disadvantaged students that will arm them with the attitudes, perceptiveness, and professional skills required to enhance their role in teaching disadvantaged and handicapped youth and adults more effectively.

STATEMENT OF THE PROBLEM

The problem of meeting the needs of disadvantaged and handicapped persons through vocational education is relevant to vocational education teachers and administrators. Nevertheless, most vocational programs are not broad enough to adequately identify many of the special needs and develop the unused talent of this group.

Many vocational teachers do not possess the expertise and commitment to understand the unique problems (personal, social and economic) of the disadvantaged and handicapped; therefore, they do a mediocre job of teaching. To be effective in teaching the disadvantaged and handicapped, the vocational teacher must (1) understand the students and their problems; (2) be able to keep the students motivated; (3) possess a high level of competency in teaching; (4) keep the community involved in the program, at both the planning and implementation stages; (5) keep the curriculum adapted to the individual needs of the students, placing emphasis on usage and application; and (6) be able to earn the respect and confidence of the students.

Because of industrialization, which has been a major factor facilitating farm mechanization, there has been a great population shift from rural to urban and from southern states to northern and eastern states. Most of these migrants left the rural areas without the required education or training to obtain employment in urban areas. They have found it difficult to obtain employment, not because jobs are not available, but because they do not possess a saleable skill.

From 1964 to 1968, approximately 7 1/2 million new jobs were added to the nation's economy, nevertheless, almost 3 million persons were unemployed. This condition is expected to remain until a significant number of the disadvantaged (hard-core unemployed) persons are trained and/or educated for gainful employment.

GENERAL OBJECTIVE

The general objective of this institute was to give the teachers a better understanding of the socio-economic, social, cultural and other problems of the disadvantaged and handicapped, and to provide training and self-exploratory experience in terms of personal needs in teaching these persons.

SPECIFIC OBJECTIVES

More specifically, the institute was designed:

1. To further develop an ideal philosophy and commitment of vocational teachers in teaching the disadvantaged and handicapped.
2. To enable vocational education teachers to better understand the disadvantaged and handicapped individuals, and understand their social, cultural and socio-economic problems.
3. To develop an understanding of the psychology of learning of the disadvantaged and handicapped; including psychological, sociological, and cultural influences on learning.
4. To acquaint the teachers with methods and techniques of effectively communicating with the disadvantaged and handicapped.
5. To extend the teachers' expertise in counseling the disadvantaged and handicapped.
6. To further develop the vocational education teacher's ability to motivate the disadvantaged and handicapped.
7. To extend the teacher's knowledge of developing and implementing a program based on special needs of the disadvantaged and handicapped.
8. To develop the ability to utilize community resources in developing and implementing programs for the disadvantaged and handicapped.
9. To enable the teachers to use a variety of measurement and evaluation instruments in determining the strengths and weaknesses of programs for the disadvantaged and handicapped.
10. To better acquaint vocational education teachers with methods and techniques of using individualized instruction for teaching disadvantaged and handicapped students.

CHAPTER II

METHODS AND PROCEDURES

CONSORTIUM

A consortium was formed between Alabama A. & M. University and Auburn University for the purpose of developing and coordinating the training program. Six meetings were held with representatives from each institution serving as a steering committee. These meetings were alternated between respected campuses.

The following persons served on the steering committee:

Alabama A. & M. University:

Dr. J. I. Dawson, Chairman
Mr. W. T. Brown
Mr. D. I. Horn
Mr. A. Stone
Mr. T. Weir

Auburn University:

Mr. W. C. Clayton
Mr. R. N. Couch
Dr. V. S. Eaddy
Dr. R. W. Montgomery

The steering committee appointed Dr. James I. Dawson to act as director of the program. Alabama A. & M. University was chosen to serve as the fiscal agency, and the location for the institute.

PARTICIPANTS

The Vocational Education Teachers Institute was designed for a target audience of Vocational Education teachers and supervisors who work with disadvantaged and handicapped learners in schools highly concentrated with disadvantaged and handicapped

The Institute included 30 Vocational Education Teachers and Supervisors from various school systems in Alabama.

students. A letter (Appendix G) was sent to thirty Vocational Education teachers and supervisors selected by the Alabama State Department of Education, Vocational Division, inviting them to participate in the institute. The thirty teachers and supervisors who participated in the institute came from twenty-one schools in various sections of Alabama.

The number of participants by teaching area is as follows:

TEACHING AREA	NUMBER OF TEACHERS
Related Instruction	5
Welding	2
Special Education	4
Vocational Supervisors	2
Cabinet Making	1
Home Economics	3
Agricultural Education	4
Counselors	3
Business and Office Occupation	2
Auto Mechanics	1
Masonry (trowel trades)	1
Cosmetology	2

CONSULTANTS

Twelve teaching consultants were employed to teach the twenty content program areas of the institute (Appendix C). A summary of the consultants' presentations is given in Chapter 3.

ADMINISTRATION

The administrative personnel of the project consisted of: one project director, two graduate assistants, one secretary and a steering committee.

INSTITUTE PROGRAM

The Vocational Education Teachers Institute was held July 27 through August 14, 1970, at Alabama A. & M. University, Normal, Alabama. The central focus of the fifteen-day institute was to amplify and enhance the Vocational Education personnel's role in working with disadvantaged and handicapped learners.

The institute placed emphasis on teaching and counseling the disadvantaged. Since many of the teachers also work with the handicapped, the last week of the institute was devoted to training the handicapped.

The program was designed to provide an in-depth discussion of the following areas:

1. Philosophy and professionalism of teachers of disadvantaged and handicapped learners
2. Psychological aspects of the disadvantaged learners
3. Sociological and cultural influences on the disadvantaged learners
4. Psychological influences on the disadvantaged learners
5. Understanding the disadvantaged learners
6. Use of audio-visual aids in teaching the disadvantaged and handicapped learners
7. Preparing audio-visual media to teach the disadvantaged and handicapped learners
8. Management expectations of workers
9. Individualized instruction for the disadvantaged
10. Motivating the disadvantaged learners
11. Counseling the disadvantaged
12. Communicating with the disadvantaged
13. Program development for the disadvantaged
14. Utilization of community resources
15. Measurement and evaluation learning experiences of the disadvantaged and handicapped
16. Philosophy and terminology used when working with the disadvantaged and handicapped
17. Difficulties of the handicapped
18. Physiological aspects of problems affecting the handicapped
19. Rehabilitation services for the handicapped

20. Social aspects of the handicapped

The consultants presented relevant information on the above topics. The consultants' presentations were followed by small group discussions. Each group elected a group leader and a recorder. The groups were made as homogeneous as possible by grouping the participants according to disciplines.

From the content area discussed by the consultants, the groups identified, discussed, and offered possible solutions to problems defined.

The consultants and director visited each discussion group to answer questions unique to the interest of the groups. Following the small group discussions, the participants reassembled for a summary of the group discussion, and a question-and-answer period.

The activities for each day began with a summary of activities of the previous day and ended with an overview of the next day's activities.

Emphasis was placed on individual participation, defining individual problems relative to effectively teaching the disadvantaged, and suggested solutions to the problems.

FOLLOW-UP STUDY

A follow-up study of the institute was held from September 1, 1970 through May 30, 1971.

CENTER VISITATION

Each teacher was visited twice by a representative from Alabama A. & M. University and/or Auburn University. The purpose of the visit was to suggest possible solutions to problems the teachers were encountering relative to teaching the disadvantaged and handicapped.

WORKSHOPS

The teachers participated in two one-day workshops held on Alabama A. & M. University campus. A summary of these workshop proceedings is given in Chapter IV.

CHAPTER III

SUMMARIES OF CONSULTANTS' PRESENTATIONS

Thirteen teaching consultants were employed to discuss the eighteen problem areas with the participants (see institute schedule, Appendix E).

Summaries of the consultants' presentations is given on the succeeding pages.

PHILOSOPHY AND PROFESSIONALISM OF TEACHERS OF DISADVANTAGED LEARNERS

Mr. James A. Hicks*

I have been charged with the responsibility of telling you that you have an important job and you should see that it gets done. However, I may be accused of shirking my responsibility, but today, I am not going to do this.

I am going to be like the fellow down in Georgia who lived his life according to his own philosophy. He was sitting out in the yard one morning when a stranger drove by in a car and stopped to ask for directions. After he had concluded his conversation, the stranger said to the Georgian, "It certainly is a beautiful spring morning." "A day like this really makes a person feel like working." "Well now, I wouldn't go so far as to say that," growled the Georgian, "but I will say it makes a body feel like he ought to."

I am going to be like the Georgian, I am not going to try to convince you of your commitment toward all children and youth - with emphasis toward the handicapped and disadvantaged; I am simply going to tell you to let your conscience be your guide.

A great many people enter this area as a kind of lark - rather than with a serious intention of really doing a good job.

Our professional obligation is to help them all, whether we love them or not. This brings us to the whole point of professionalism.

I would like to discuss, with you, two principles of professionalism in working with disadvantaged and handicapped learners.

First, let's delineate the basic principles of a profession. They are:

*Mr. James A. Hicks is Assistant Professor, Special Education Alabama Agricultural and Mechanical University, Normal, Alabama.

1. It provides an altruistic rather than materialistic service.
2. It has a methodology that is unique.
3. It builds its practice upon an empirical research base.
4. It makes judgments that affect other people.
5. It has a code of ethics.
6. It uses this code (a) to keep out the undesirables; (b) to enforce judicious behavior among its members; and (c) to place its rank.
7. It encourages decision-making by those best qualified to render the decision and by those directly affected by the decision.

Teaching is a profession. Our discussion concerns itself with the fifth principle - a code of ethics.

The first principle of this code, I would like to discuss:

Commitment to the Student

We measure success by the progress of each student toward achievement of his maximum potential. We, therefore, work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. We recognize the importance of cooperative relationships with other community institutions, especially the home. In fulfilling our obligation to the student, we must:

1. Deal justly and considerately with each student.
2. Encourage the student to study varying points of view and respect his right to form his own judgment.
3. Withhold confidential information about a student or his home unless we deem that its release serves professional purposes, benefits the student, or is required by law.
4. Make discreet use of available information about the student.
5. Conduct conferences with or concerning students in an appropriate place and manner.

6. Refrain from commenting unprofessionally about a student or his home.
7. Avoid exploiting our professional relationship with any student.
8. Tutor only in accordance with officially approved policies.
9. Inform appropriate individuals and agencies of the student's educational needs and assist in providing an understanding of his educational experiences.
10. Seek constantly to improve learning facilities and opportunities.

THE SECOND PRINCIPLE:

Commitment to the Community

We believe that patriotism in its highest form requires dedication to the principles of democratic heritage. We share with all other citizens the responsibility for the continued development of our democratic society. As educators, we are particularly accountable for implementing educational programs for all members of our society.

In fulfilling our obligations to the community, we must:

1. Share the responsibility for improving the educational opportunities for all.
2. Acknowledge the right and responsibility of the public to participate in formulating the educational policy.
3. Evaluate, through appropriate professional procedures, learning experiences and make known serious deficiences, and take that action deemed necessary to correct these learning disabilities.

SOCIOLOGICAL AND CULTURAL INFLUENCES ON THE DISADVANTAGED LEARNER

Mr. D. I. Horn, Jr.*

If meaningful discussion is to ensue, a common ground must be found as a point of departure. I suggest that the principle of learning be the same for all people. This does not mean that approaches and methods of presentation should be the same, but that certain basic questions should be asked: 1) What are the limits of learning? 2) What is the role of practice in learning? 3) How important are drives and incentives, rewards and punishments? 4) What is the place of understanding and insight? 5) Does one thing help you to learn something else? 6) What happens when we remember and when we forget? Finally, let us agree that learning theories fall into two major families, stimulus-response and cognitive.

Because of forces exerted upon the disadvantaged, there are those who wish to believe that the disadvantaged learn differently from the advantaged. It is our contention that the two basic theories of learning are applicable to all, and that the basic differences are in approach. The teaching approach for the disadvantaged would seem to be more stimulus-response. This action is more overt in the disadvantaged than the advantaged. This in no way means that the same process is not at work with those who conceive more cognitively. The disadvantaged is more action oriented, he must see tangible results--employment, better housing, food, justice under the law, attainable education, and a more equable distribution of the world's wealth. Because these basic needs are evident in the life of the advantaged, he is more cognitive. This does not mean that learning is different, it means that society has eliminated the primary step in the learning process, that of providing a conducive atmosphere. All learning is cognitive and all people learn in the same way.

The fact that culture does influence learning is documented through literature. Learning, in any instance, is not retarded. The difference is that the disadvantaged does not learn what the advantaged (dominant) group determines what is good. Second, the sequences of learning are different. What one learns is predicted upon the satisfaction of his needs by the culture. Innate learning abilities are consistent throughout mankind, but what is learned depends upon the culture in which one lives and the individual needs. As basic needs are met, one tends to identify more readily with the mainstream of life.

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*Mr. Dawson I. Horn is Assistant Professor, Director of Development, Alabama A. & M. University, Normal, Alabama.

The American class system is understood to consist of three classes with subdivisions; the small upper-class of 2-3%, who have the highest prestige and the greatest prestige and the greatest wealth; the middle-class of white collar workers made up of almost 40% of the population; the large working-class consisting of 60% of the population, most of whom work with their hands. When the middle and working classes are sub-divided, the result is the five-class system.

The kind of education a child gets depends very much on the social-class position of his family. The River City study in the 1950's reveals that throughout the USA, a close relationship between the progress and the social class of one's family exists. However, there has been a progressive increase in the amount of education obtained by children of working-class families. In 1920, it was rare for a student of the working-class background to enter college; by 1960, the gross number of college students from working-class homes exceeded the number from upper-middle and upper-class homes. This tends to indicate a lessening of cultural polarization and teaching approaches. Of course, this is not visualized in the immediate future.

Neither assimilation, separatism, pluralism, succession or militancy can be credited with successful competitiveness of ethnic minorities with the majority group. Nevertheless, assimilation seems to have been the most successful. However, history supports the fact that militancy has been the mother of change. Militancy has bred pluralism and to a lesser degree, separatism. Evidenced by the achievements of the Black man since World War II, success gain has come as a direct result of militiant confrontations. A careful study of the history of man reveals that this is not an isolated incident.

Social legislature to bring the disadvantaged into the mainstream of American life has tended to increase frustrations. This does not mean that progress has not been significant. Good intentions have been frustrated by verbiage rather than deeds, and by political expediency rather than a compassion for mankind. A credibility gap of enormous proportions now exist between the majority working-class and the minority ruling-class.

A review of the Constitution of the United States reveals that all citizens are entitled to equal participation in social, economic and political endeavors of the country. Exceptions pertain to those mentally incapable and those convicted of infamous crimes against the state.

Society and culture does influence how one thinks and what one thinks, thus molding his philosophy of life.

FACTORS BELIEVED TO CONTRIBUTE SIGNIFICANTLY TO LOW ACADEMIC ACHIEVEMENT IN LOW STATUS MINORITY CHILDREN

Dr. Mayfield Peterson*

Even though factors to be discussed in this presentation may well apply to middle-class status children, the focus of my discussion will be on low-status children - particularly Blacks.

It is believed by some that low level academic achievement can be explained on the basis of some single factor such as low levels of intellectual functioning.

This kind of thinking serves as an expedient "cop out" as well as a source of "comfort" for the educators, but it fails to scientifically justify the low level of academic achievement which is manifested by so many American Blacks and other low-status children in our schools.

I believe the reasons are multiple and varied ranging from economic deprivation, psychological violence inflicted by a middle-class white society, social isolation, poor medical care, and malnutrition.

Many of these factors contribute indirectly while others contribute directly, e.g., poverty itself does not cause low academic achievement, but it produces causes. 1) Racial discrimination and its concomitant social rejection - the implications.

> Those young people who have similar problems with a cold and cruel society, who are not allowed to derive rewards from school, who aren't accepted by the lights of middle-class values, or who have suffered violence, rejection, and discrimination, band together to form their own subcultures.
>
> (Singer and Singer)

This behavior may well represent a form of defense in an effort to survive. It may involve rejection of the school and all it stands for - academics too.

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I believe that young people initially approach their educative endeavors with great enthusiasm and a desire to master their environments.

Very early in life our young people - Black, I mean - begin to feel overwhelmed by a lack of mastery of their environment. School has failed to prepare them for any kind of mastery and the society has turned its back on them.

The result is that they learn to hate the society and cannot trust its members. Mastery of the environment depends on the individual's experiences with his environment. To master the environment results in what Erik Erikson calls "Basic Trust".

Basic trust is believed to lead the individual to believe in his environment and to expect comfort from it - experience too often teaches low-status children to expect discomfort rather than comfort.

A classic example of how and why Black children have come to distrust their society is the way in which their forefathers' history has been buried in some cases and distorted in others by white middle-class America.

If the forestated observations can be accepted - then our responsibilities are clear - we must rehabilitate those who have been alienated, and we must put forth extra special effort to protect and prevent our future generations from falling into the same kind of situation.

Our schools must be places that are warm and inviting; our teachers and administrators must communicate much more than a mere perfunctory concern; our teachers must teach for relevance; and our society, in general, must stop closing doors and rejecting many of its citizens.

Rehabilitation is possible, but prevention is much easier and far less costly.

2) Psychological factors which are likely to contribute to lowered academic efficiency:

a) Maladaptive personality factors often believed to exist at least in embryonic form before the child comes to school. The schools are used by teachers to explain low-academic achievement. They say it only serves to provide a ground for maturation of maladaptive tendencies the child already had. This is debatable as shown below.

b) William Morse disagreed and stated the following on his study of the self-concept of school-age children:

1) The school can be and often is very damaging to a child's self-concept - an essential aspect of total personality.

2) To a statement such as "I feel pretty sure of myself" twelve percent of the third graders say "Unlike me," while 34% of the eleventh graders gave similar responses.

3) Morse also reported that 84% of third graders were proud of their school work, while only 53% of eleventh graders were proud of theirs.

Morse concluded that from a mental health point of view, the young child perceives school as a secure place to be, but as the child grows older, this confidence diminishes.

This has many implications for Blacks, e.g., social rejection, negative teacher attitude, the acquisition of the self-concept, and many others.

THE SELF-CONCEPT: A Definition

By definition, one might say that the self-concept is what the self-concept instruments measure. This, of course, leads to ambiguity and a multiplicity of interpretations.

Brownfain states that the concept of self is a system of central meanings the individual has about himself and his relations to the world about him.

Jersild states that "Self-concept consists of a system of ideas, attitudes, appraisals, and commitments pertaining to one's own person."

Anderson speaks of a physical and a psychological self-concept. The child learns to appraise himself both physically and psychologically in terms of the attitudes of others toward him, especially those who are significant in his life, such as parents, peers, and teachers.

Ruth Wylie states:

> "It is implicitly or explicitly assumed by all theorists that the self-concept is not entirely realistic,

> and that lack of realism may have psychodynamic significance and important behavioral consequences. The degree that a person's self-concept is realistic, he is said to have insight into himself."

Because of negative attitudes instilled in them, Black children often have difficulty appraising themselves realistically.

3) Poverty and Malnutrition: As we stated earlier, poverty does not cause children to be underachievers but it does produce causes which in turn effect negatively the learning process.

a) Poverty causes parents to neglect their children, particularly when mothers must go to work and leave their children to care for themselves.

b) Poverty causes youngsters to miss out on many things that are readily available to their more privileged peers - thus contributing to a feeling of low personal worth.

c) Poverty causes retarded growth and development both physically and psychologically.

d) In Cape Town, South Africa, twenty infants, grossly undernourished in infancy, were followed for eleven years. They were compared periodically with matched controls for head circumference, height, and weight. Intellectual and psychological assessment and EEG's showed that undernutrition during active brain growth resulted in reduced brain size and impaired intellectual development.

Although both groups were drawn from the lowest socioeconomic level, the disparity of their living conditions was marked. Alcoholism, illegitimacy, and broken homes were the rule in the undernourished group, whereas, the control group lived under more stable home conditions.

The results of this study alone cannot be used as totally conclusive but the implications are certainly far-reaching.

There are many implications for educators, psychologists, nutritionists, neurologists, and others concerned with the problem of poverty and how it affects its victims to join the war against poverty. This study should stimulate much research in the United States.

SOME ERRONEOUS ASSUMPTIONS AND OBSERVATIONS USED TO DELIMIT MAXIMUM ACADEMIC AND SOCIAL DEVELOPMENT OF BLACK CHILDREN AND OTHER MINORITY CHILDREN IN AMERICAN SCHOOLS, PARTICULARLY IN URBAN CENTERS

Dr. Mayfield Peterson*

These assumptions and observations are termed erroneous because they have not been verified by the scientific methods on which all educational philosophy should be based. 1)Academic retardation of Negro children has been explained away on the premise that these children are inherently intellectually inferior.

Jensen failed miserably to support his thesis that the level of intelligence is almost exclusively a function of genetic components - these components are generally inferior in Black children and other minorities - what about interracial mating?

2) Cultural deprivation - meaning what? What about quality of teaching? Teacher attitude toward the low-status children? Administrators? Quality of curriculum? Materials and equipment?

3) Teachers, administrators, guidance counselors, and school psychologists have found a source of comfort in their failure to succeed in educating minority status children on the basis of such cliches as cultural deprivation, lack of sensory stimulation, lack of books in the home, matriarchial homes with the father being absent, innately lowered levels of ability, poor motivation, crime and delinquency, and a host of other factors which, on one hand, may seem to explain the obvious when these factors may play little or no part at all in low-academic achievement - scientific evidence is what is needed.

4) To mix educationally inferior Negro children with white children will impair the ability of white children to learn - thus continue to support segregated schools and also to expend greater funds on middle-class white children and to continue to short-change the Negro child - what else can we expect except low levels of achievement?

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The pathologies we see in our schools for the low-status child reflect nothing more than the above stated irrationalities on the part of middle-class white America.

5) It is probably too painful for public school educators to deal with issues such as the initial selection and training processes and the systems of promoting educators and administrators.

I believe we have been careless in this area. Some teachers and administrators have encouraged and promoted passivity, conformity, over-cautiousness, and smoothness - a don't-rock-the-boat kind of attitude, and a general kind of superficiality in the overall educative process.

We have, on the other hand, tended to supress creativity, substance, and real quality, and to ignore those things which are essential for a solid and effective public education for all children - even the middle-class.

6) We as educators have failed to look critically at the economic implications of the mass mis-education being dealt out to minority children in terms of social dependency and a turn to crime in a society which they realistically perceive as hostile.

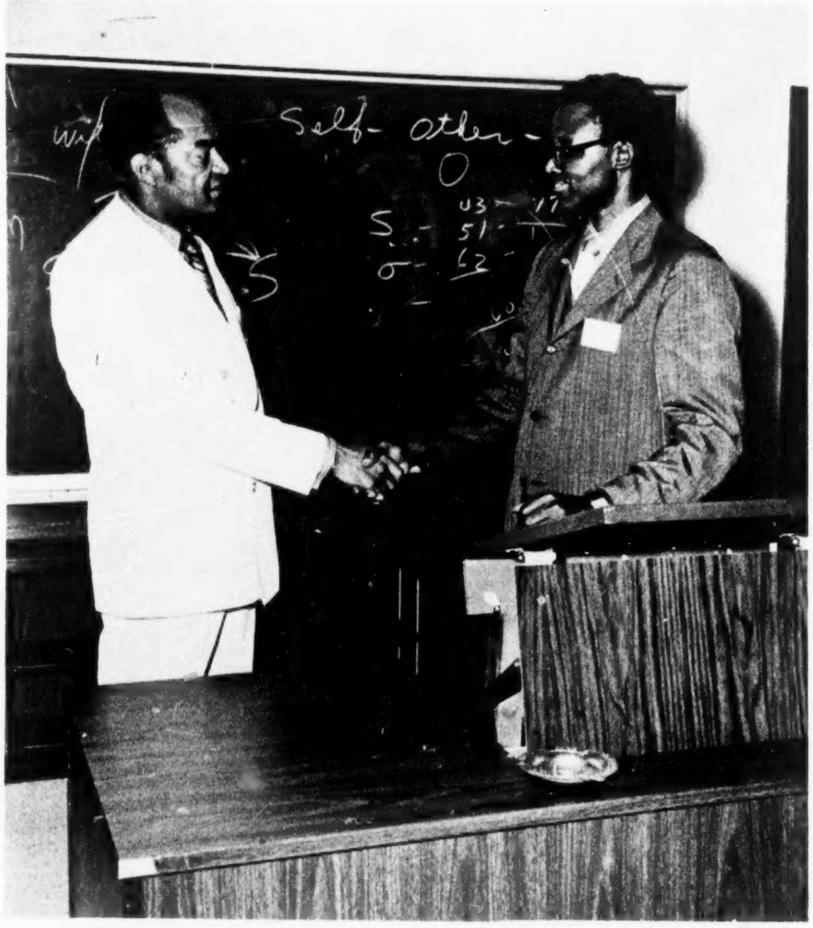
7) We have failed to look critically and realistically at the implications for welfare; correctional measures, and remediation efforts as they relate to an inefficient system of education.

It has been well established that early intervention and prevention are far more effective than rehabilitation - well established habits are difficult to stamp out.

We as educators must in some way demonstrate that a nation which projects itself to the world as a democracy and the protection of human values has, in fact, made a mockery of many ethical principles by relegating one-tenth of its population to an educational snake pit.

We must then communicate to every citizen of America that our educational commitment is to eliminate these human injustices. This will call for a tendency away from passivity, conformity, cautiousness, and smoothness and a tendency toward creativity, innovation, quality, and a freedom from fear of speaking out against the establishment.

8) How should we look at a system of public education in our efforts to determine its relevance for all citizens?



Dr. James I. Dawson, Project Director
shakes hands with Dr. Mayfield Peterson,
Consultant, before Dr. Peterson's departure.

Kenneth Clark observes:

A. A system of public schools which destroys rather than develops positive human potentialities is not in the public interest;

B. A system which consumes funds without demonstrating effective returns is not in the public interest;

C. A system which insists that its standards of performance should not or cannot be judged by those who must pay the cost is not in the public interest;

D. The system which says that the public has no competence to assert that a patently defective product is a sign of the system's inefficiency and demand radical reforms is not in the public interest;

E. A system which blames its human resources and its society while it acquiesces in, and inadvertently perpetuates, the very injustices which it claims limits its efficiency is not in the public interest.

9) Given these assumptions, several implications for the future are apparent:

A. Every attempt must be made to assess the effectiveness of our public schools for all children, and particularly for low-status children - Blacks, Puerto Ricans, etc.

1. These attempts will involve re-evaluation, revision and strengthening of curricula, teaching methods, personnel selection, and evaluation.

2. Methods of supervision must become more rigorous.

3. Teachers must be rewarded for achievement of outstanding performance.

4. The system and its personnel must be held accountable for lack of success. This will mean that professionals will have to start looking inward rather than outward in search for blame.

MOTIVATING THE DISADVANTAGED LEARNER

Dr. L. W. Bonner*

Over the last decades, a number of economic, political and social factors have been combined to bring to the forefront of public attention the condition of the underdeveloped among human beings in all parts of the world. The American people have become increasingly aware of the economic and social disparities which exist everywhere on the globe. Nowhere are the handicaps, imposed by deliberate and accidental underdevelopment of human resources, a greater source of embarrassment and concern than in the United States in the second half of the twentieth century. Faced with an embarrassing situation, public opinion has performed - and in this situation, no one has seemed more available to bear the blame than the professional educators. The choice is not without justification. The term socially disadvantaged refers to a group or population which differ from each other in a number of ways, but have in common such characteristics as: (1) low economic status; (2) low educational achievement; (3) no employment; (4) limited participation in community or organizations; (5) limited ready potential for upward mobility.

Some researchers have found that disadvantaged children are less highly motivated and have lower aspirations for academic and vocational achievement as do their middle- and upper-class school peers. Not only is motivation likely to be lower but is likely to be directed toward goals inconsistent with the demands and the goals of formal education. This depressed level of aspiration is usually consistent with the child's perceptions of the opportunities and rewards available to him. Disadvantaged children's goals tend to be self-centered and immediate, just as they are for the dominant culture. Children growing up under more privileged circumstances have many sources of immediate satisfaction and immediate feed-back. The differences between the privileged and disadvantaged in this area are not so much in values as in the circumstances under which the values called into play.

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The values from which motivation is derived in the disadvantaged child seem to reflect the dominant culture concern with status, material possessions, in-group morality and competition.

An essential ingredient to learning is motivation. For the culturally deprived, this is probably the most important prerequisite to learning. A recent national survey revealed that the less educated participated least in educationally and cultural pursuits. It has been found that many people living in slum areas of big cities have never been farther than a few blocks from their homes; many are completely unaware of the existence of nearby libraries and museums. Motivation of the disadvantaged is slow because of their life history or failure to achieve the recognized American values of success, efficiency, practicality, work, equality, and freedom.

Motivation is probably the most basic element of learning. It is that element which forces a person to move toward a goal. It is motivation that makes a student want to know, to understand, to believe, to act, to gain a skill. It is up to the teacher to recognize the importance of motivation and to find ways to bring motivational factors into the learning process. Some motivational factors are: the need for security, the need for a new experience, the need for recognition, the need for self-esteem and the need to help others.

Experienced teachers use many different methods to motivate their students, and are constantly looking for new ideas.

Here are some approaches that have been successful:

1. Goal-Fulfillment - This involves finding out by interviews or group discussions why each student is in class, and what he expects to gain from the class, then motivating the student toward this goal.

2. Discovery of Sub-Goals - It is up to teachers to help students analyze and consciously think about the relationship of seemingly pointless activities to long-range purposes. Help the students discover and set up sub-goals. For example, when helping disadvantaged students learn how to read such words as "experience", "references", point out that these words are almost always found in job application forms, and that being able to read them will move them toward their ultimate goals; getting a job.

3. Personalization - Personal involvement through self-tests, quizzes, and other self-revealing devices - appeals strongly to the most lethargic student. Few people can resist an opportunity to find out how well they can do on self-tests. That is why quizzes and other self-analysis devices are so frequently found in magazines.

4. Variety - When the disadvantaged realizes that a variety of interesting things happen in every class session, he is more likely to stay with it. Yet, the good teacher of the disadvantaged knows that variety is not enough. His films, audio-visual aids, guest speakers and other offerings must contribute to the individual student's learning and growth.

5. Ego-boosting - When the disadvantaged feels that he is just one of the group, when he receives little or no individual attention, he leaves the class either physically or mentally hurt unless his reason for attending is a powerful one.

6. Success - In order to become deeply interested in learning a skill of new facts, the student should experience the job of being successful. It is up to the teacher to give every student the chance to be successful no matter how limited the level. When a slow student learns to perform a simple task correctly, or feeds back a correct answer, he is much more likely to want to continue learning. Continued failure is a killer of incentive to learn, particularly so with disadvantaged students who feel deeply their inability to study and learn. A feeling of anxiety and helplessness usually results when students are extremely sensitive to failure. Some signs of helpless feelings in students are: hostility expressed toward subject matter; persistent bewilderment or blocking in spite of several explanations; absence of participation and attention; procrastination or forgetting; and inability to work alone. To motivate the disadvantaged child goes far beyond finding cute gimmicks to catch his attention. Rather, it is a constant striving for relevance; an attempt to show that school has a meaningful connection with his life.

There are two types of motivation, they are as follows: intrinsic and extrinsic. Intrinsic motivation deals with the development of cognitive drive and the acquisition of knowledge as an end in itself. Extrinsic motivation is primarily concerned with the need for ego enhancement; status and prestige through achievement; long-term vocational aspiration; and the development of such implementing traits as responsibility, initiative, self-denial, frustration, tolerance, and impulse control.

Some researchers have found that socially disadvantaged children are less highly motivated and have lower aspirations for academic and vocational achievement than their middle- and upper-class school peers. Not only is motivation likely to be lower, but it is likely to be directed toward goals inconsistent with the demands and the goals of formal education. This depressed level of aspiration is usually consistent with the child's perceptions of the opportunities and rewards available to him.

For disadvantaged children, goals tend to be self-centered and immediate, just as they are for the dominant culture. However, children growing up under more privileged circumstances have many sources of immediate satisfaction and immediate feedback. The difference between the privileged and the disadvantaged in this area is not so much in values as in the circumstances under which motivation is derived. Dominant values exist among the disadvantaged but the direction taken and the content in which they operate may not be complimentary to academic achievement.

Some other motivational techniques used by teachers in various parts of the United States are unscrambling words, compiling a "Who's Who" for review, newspaper articles dealing with subject-matter under consideration, stick figures, charts to follow progress of important historical figures, interpreting pictures, reading interesting excerpts from books, cartoons, tape recordings, poll taking, mock campaigns, flannel boards, and mapwork. These teaching aids should appeal to most of the children including the culturally disadvantaged.

PROGRAM DEVELOPMENT FOR THE DISADVANTAGED

Dr. T. F. Freeman*

In developing any kind of program for the disadvantaged, it is important to understand the expectations of people in society, and then catch a glimpse of how the disadvantaged share in this realization. It is a fact that the disadvantaged has been with us for some time; in fact, as is clear to a casual observer, poverty, delinquency, unemployment, illiteracy, school dropouts, and the necessity for public assistance are not new to American society. What is new however, is the focusing of national attention on them and organized efforts to try to do something about them. Since 1963, the Congress of the United States has launched a frontal attack on many of these social ills in the form of legislation and financial aid to educational agencies...Joe Frost, and Glen Hawks, in their book, The Disadvantaged Child, make the observation that, more than a million children starting school each fall are disadvantaged, victims of too little, too late...most of whom are the children of the poor. Numerous labels are used to identify them, culturally deprived, low socio-economic group, economically restricted, and disadvantaged. In our context, that is in the educational context, disadvantaged refers to children with a particular set of educationally associated problems arising from and residing within the culture of the poor. This is not to say that other cultural groups within society escape similar problems, but that the ills restricting the intellectual, social, and physical growth of children tend to be concentrated here. We may change the name, but the problem remains, passing from one generation to another and sustained by discrimination, lack of opportunity, and an exploding population.

The needs of all human beings are presented in a different fashion by Handley Cantril, who calls attention to seven requirements the individuals place on society:

1. The opportunity to develop a sense of personal worth and dignity.

2. A sense of worthwhileness, that is an individual's desire for a feeling of self-respect, rooted in a

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faith in his own value and experience when he confirms the reality of these values in his own day-to-day behavior.

3. A sense of community. Belonging and participating in activities of an organized group.

4. The opportunity to enlarge one's sense of self in both space and time, the opportunity to develop social, regional, and national loyalties that enable him to extend himself backward into the past and forward into the future.

5. A sense of personal development, a sense of direction, and a feeling of progress. This refers to the feeling that one's life is a continuous creation in which he can take an active part. A feeling that one has some control over the direction of his fate, not in all ways, but at least in ways that will give one a sense of personal development.

6. A sense of commitment, growing out of our craving for some certainties, some beliefs, and some faith. This commitment helps us to define what is right and what is wrong, and what direction our actions should take.

Any program for the disadvantaged must face up to the fact that basically the cultural exposure of the disadvantaged has left him almost hopeless and filled with despair. Often it happens that a wall is built up both by the individual and his family to protect him from what he believes to be an oppressive society. He learns early that schools do not speak his language. As a consequence, his interest in achievement is dulled as he is reminded by his parents and siblings that schools do not equip him for the fight that he faces to get his basic needs met. He learns the uselessness of drive and education. He discovers that jobs are not forthcoming and attempts to get help are frustrated by the cross purposes of society's helping agencies and institutions. Any program of education which ignores these basic facts will not be very effective in the lives of the disadvantaged.

In dealing with the many new programs that are being developed and the ones that have been developed, the teacher's attitude is of great importance. If the teacher looks upon the program with suspicion, it is doomed to failure. It must at least be approached with an honest recognition of its worth and a faith in its possibilities for success, to assure a measure of success. In the initial stages of planning for a program, it is well for all teachers to voice their personal opinions and objections. But, once the program has been adopted, with real dedication, each teacher should work for its success. The success of any group's efforts depends not on one or two members of the group working to achieve its goals, but everybody involved doing his bit to make it work.

Another factor which should concern us is who structures the new program to be put into effect at the school? We must put the program in effect and not some specialist who has received a research grant to do some study; to justify the amount of money invested; and make a report which becomes the pattern for a program. I do not have a brief to make against research, but all the research that I read does not seem to justify some of the kinds of programs instituted in our schools. In the educative process, the principle of relevance is important. Education that is not relevant to the people who are being educated at a given time is the same as no education at all. It is of little, if any, value to them. With this principle of relevance in mind, it would seem that the people who are to do the teaching, and those who are to be taught should have some competencies so they could help structure a program. Pupil-teaching planning of programs therefore would have a definite place in the vocational schools today.

An additional factor that the vocational teacher must keep in mind is the society in which the pupils will someday work. He is concerned not only with satisfying the particular needs of the students, but equipping them with the necessary tools for finding a job in the work force. The kind of program planned must have two edges, the pupil's needs, and the work world's needs. This places on the teacher the necessity of involvement in the work world so as to be intelligent about trends and opportunities. This is one reason why vocational teachers have been encouraged to spend a summer or year working in industry, that they might become familiar with newer trends, newer techniques and newer opportunities. How tragic it would be to set up a program of vocational education for the disadvantaged on the assumption that technicians for the town factories will be needed for a long time, when actually the factory has gone out of business, and a computer center has taken over. To structure the kind of program which will fit the pupil for the work world, the teacher needs to be sensitive to the current manpower problems and take a realistic view of its implications for the disadvantaged child. Since one of the cardinal principles of vocational education is to provide instruction on the basis of occupational needs, the teacher must be cognizant of what is going on so he can structure a program that will facilitate learning necessary skills, as well as providing the knowledge and competencies that the worker will need to perform efficiently the job for which he is being educated. A second principle is that the conditions under which vocational instruction is to be given should compare favorably with desirable conditions in the occupations concerned. Such items as supplies and equipment used in instruction, the arrangement of the shop, laboratory, or classroom should be parallel with the working situation so the learner might find it easier to fit into the pattern of the actual job.

There are two other principles of vocational education which are pertinent in developing new programs. The standards in vocational education should be as high as the accepted standards of the occupations concerned. When a worker is employed or engages in self-employment, his worthiness is determined by the saleability of his product, whether it be goods or services. Since vocational education has for its purpose the educating of individuals for work, it is important that standards in education be as high, if not higher, than those acceptable in the world of work. This means that the output of the school's shop or laboratory should match that of workers in agriculture, industry, business or homemaking in quality and in speed, and that personal characteristics of students such as appearance, honesty, and loyalty should be up to the standards expected of superior workers in the occupation concerned. Only those new programs designed to achieve these ends are worthy of consideration by the teacher. The second principle is that of flexibility in the instructional programs. New programs that are rigid and do not allow for flexibility are to be discouraged.

Vocational teachers have a great opportunity in planning effective programs for the disadvantaged youth of today and for answering the needs of the present-day child expressed in these words from Mamie Gene Cole:

> I am the Child,
> All the world awaits my coming
> All the world watches to see what I shall become
> Civilization hangs in the balance.
> For what I am the world of tomorrow will be.
> I am the Child. I have come into your world
> about which I know nothing.
> Why I came I know not. How I came I know not,
> I am curious, I am interested.
> I am the Child. You hold in your hand my destiny
> You determine largely whether I shall succeed or
> fail

Give me I pray you, those things that make for happiness.
Train me I beg you, that I may be a blessing to the world.

WORKING WITH HANDICAPPED LEARNERS

Dr. Robert E. Brabham*

Identification of the Handicapped

In order to discuss the "handicapped", we must first be able to agree on some definition of "handicap". A dictionary definition is simply "any encumbrance or disadvantage that makes success more difficult". That very simple definition, when applied to people, includes a huge number of us who have a physical, mental, or emotional "encumbrance". In rehabilitation terms, then, "handicap", by law, is defined as a mental, emotional or physical disability. Rehabilitation is defined as a process of restoring the handicapped individual to the fullest physical, mental, social, vocational, and economic usefulness of which he is capable. This definition envisions a process aimed at helping handicapped individuals reach the highest possible capacity for usefulness.

Programs designed for the handicapped involve two basic assumptions: (1) Every member of a democratic society has an inherent right to the opportunity to earn a living and make his contribution to society. (2) Society has the obligation to equalize, as best as it can, by special services, the disabled person's opportunity to earn a living equal to the opportunity possessed by the other members of his society. We must realize, then, that culture is the machine in which man develops his potentialities. Then, by definition, the culture may also limit the development of human potentialities.

I am willing to say that even those of us in rehabilitation have "kept 'em down on the farm". We, too have restricted the optimal development of potentials in our clients.

How Many People Need Rehabilitation

In the United States today, there are an estimated four to five million disabled persons who could benefit from vocational rehabilitation services. This number is growing by about 450,000 each year. The causes of these disabilities are:

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- 88% of all disabilities are the result of chronic diseases
- 5% are the result of occupational accidents
- 5% are the result of home, highway, and other accidents
- 2% are the result of congenital conditions

At the same time, the number of people who are being rehabilitated has greatly increased with each year:

> In 1921, only 500 people were returned to gainful employment; in 1940, 12,000; in 1950, the number had grown to 60,000; by 1960, 90,000; by 1966, 155,000 and finally, in 1969, 200,000 were returned to gainful employment.

Rehabilitation does pay! For every dollar spent on rehabilitation services in 1970, $17 were returned in taxes paid by that person when he became gainfully employed. Perhaps a fair summary of the current picture is that where, in the past, a disability was often considered a personal misfortune, it is now becoming clearer that it is also a social misfortune. This country simply can not afford such a waste of human resources and manpower.

The Role of Work

There is increasing agreement among psychologists that the greatest satisfaction and experience of fulfillment in life is reached by bringing one's best potentials to materialization.

But this requires at least three favorable circumstances (1) environment must be such that opportunities for self-development is there, (2) individuals must be able to find and set their own directions, (3) the opportunities must be available at that certain time and place when they are needed.

The paradox is that the disabled, who most need to develop their limited potentialities, are often denied those basic conditions.

Man is a hardy beast. As an individual, he has survived extreme of cold, heat, radiation. He has been mangled and mauled, burned, torn apart, etc. and survived. Let us recognize this potential for survival and look at it in terms of rehabilitation. Yours is an important job in the total rehabilitation of your clients. Your understanding and support of the handicapped learners in your program can be of great help in overcoming the "encumbrance" which disability has placed on them. With your concern for these persons, they, too, can take their rightful place in the competitive job market.

PSYCHOLOGICAL ASPECTS OF PROBLEMS AFFECTING HANDICAPPED LEARNERS

Mr. R. A. Baker*

Before we can bring to study the psychological factors that affect the learning of the handicapped, we must be sure we understand some basic concepts of learning as they apply to all human beings; then perhaps we can better understand how the handicapped, a mental problem or socio-cultural problem can affect the normal learning process. Therefore, the following outline summary is divided into two parts, the first part dealing with basic concepts of learning, and the second relating this concept to the learning problem of the handicapped.

LEARNING PRINCIPLES

1. Definition of learning - Learning is a relatively permanent change in behavioral tendency and is the result of reinforced practice. (Kimble and Garmenzy, 1963). It is important to note that we can only observe performance, not learning, thus learning must be described in terms of behavioral changes.

   Basic conditions of learning:

   Stimuli —— learning contiguity —— response contiguity —— Reinforcement

   Contiguity, defined as the nearness in time or sequence of a stimulus and a response, is probably one of the most important aspects of learning.

2. Kinds of learning

   1. Operant conditioning - involves contiguity in the reinforcement of selected responses.

   2. Skill learning - involves contiguity in the occurance of various links in the motor chain. Step 1, step 2, step 3, step 4, etc.

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3. Concept learning - involves contiguity in the presentation of examples and non-examples.

4. Principle learning - involves contiguity in the recall of the component concepts.

5. Problem solving - involves the contiguity in the recall of the component principles.

3. Examples of a concept - class of stimuli which have common characteristics. Beautiful, ugly, good work, lake, etc.

Examples of a principle - statement of the relationship between two or more concepts. Rules, generalizations.

LEARNING ACCELERATIONS

There are certain conditions that need to exist at the time learning is to occur, and those conditions are as follows:

Learning Accelerations

1. motivation - results in increased vigor of performance.
2. arousal - general state of alertness of the individual.
3. expectancy - monetary belief that a particular outcome will occur.
4. incentive - goal objects which become associated with certain stimuli and responses.

If these conditions do not exist, then we should not expect learning to occur very efficiently, if at all.

EXPECTANCIES

The expectancies one has related to a learning situation has a great deal of influence on the motivation, arousal and incentive related to the situation. There are three general levels of expectancies: Immediate expectancies which are the ends of session results; Intermediate expectancies which are sub task goals relating to groups of lessons and Remote expectancies which are long range expectancies related to family, friends, career, etc.

How do expectancies change

1. Actual experiences of success and failure are the primary basis for prediction of success and failure of future efforts.
2. Telling the person what the likelihood of success and failure will be. This is most often done through counseling and/or providing the person with new experiences.
3. Success develops self-concept and often leads to more task motivation.
4. Failure results in despair, resignation, and reduced task motivation. The expectancies of the teacher are also important.

MOTIVATION

Motivation for learning a task is the function of the cost (time, money, effort), probability of success (favorable actions), and utility (value placed on outcome) the task has for an individual.

Performance is poorest when motivation is extremely low or extremely high.

Task performance affected by:

1. duration of task
2. increasing nearness of goal or end of the task
3. difficulty of the task
4. distracting stimuli
5. value of incentive offered
6. IQ of subject
7. prior experiences of success or failure.

Much stress develops as the patient is unable or anticipates being unable to achieve what he is trying to do. Decreased stress develops as the client begins to recover and anticipates being able to achieve his goal.

How motivation is affected by failure

1. General dissatisfaction with the situation and eventual withdrawal.
2. Lowering the estimate of the client's own ability and developing the feeling that he cannot do the task.
3. The client decides that he has little control over the learning situation.
4. The client discredits or distorts the evidence of failure.
5. Past failures, over long periods of time, condition people to lower their expectancies, almost as if to guard themselves against failure by never expecting success.
6. Some people unrealistically raise expectancies almost as if the hope of success alone would bring success.
7. Past success conditions people to make realistic increases in their expectancies.

How to encourage incentive, motivation, arousal, etc.

1. Feedback
2. Praise
3. Material reward
4. Punishment (not as good as praise)
5. Competition

1. Strengthens responses
2. Sustains performance
3. Helps eliminate previously established responses.

Guiding principles for structuring a learning situation

1. Direct patient toward goal or effort.
2. Select attainable and compatable goals which lead in sequence to a more distant prescribed goal.
3. Employ feedback - let the patient know the results of efforts - use (discretely) criticism and praise to correct mistakes.

THE EFFECTS OF DISABILITY ON LEARNING

Persons who feel confident, positive and secure about themselves before becoming disabled will tend to be more accepting to their disability.

Any person who attempts to assist the chronically ill or disabled should consider the person's emotional response to the situation, his acceptance and adaptation to his condition.

Initial impact of a newly acquired disability

1. Initial step of conflict. Symptoms and prospect of treatment are painful and many times expensive, but at the same time, treatment offers the possibility of remission or return to health. Entry into treatment and a rehabilitation program produces a certain amount of negative "emotional response" due to the effects of unfamiliarity, strangeress, etc., of the environment and procedures. It is important to familiarize the client with equipment, procedures, etc., in order to reduce anxiety.

2. The disabled places a lot of emphasis on physical functioning.

3. Because of sensory and social isolation, they become bored with life, irritable, childish and suspicious.

4. They develop depression due to sensory deprivation, restricted environmental stimulation, as for example, phantom limb sensation.

5. Limited mobility and severly restricted sensory stimulation many times produce behavior we label dependency and/or lack of motivation.

Some general emotional factors in illness and disability: anger, fear, and pain or anticipation of pain, and increased anxiety.

Effect of learning

Illness and disability result in increased pre-occupation with the body which results in increased sensitivity to pain or frustration, which results in increased emotional arousal, anger, fear, anxiety, depression, etc., which results in decreased learning and adaptation.

Other contributing factors

1. When activity and attention are turned from somatic pre-occupation to other things (working showed the best results)

2. Sometimes persons with mild or unobservable disability try to hide or deny disability

3. Obvious disabilities cause persons to grapple with the problem of accepting and dealing with disability.
4. The greater the degree of functional incapacity - more physical symptoms and complaints - greater depression and apathy-tendency toward isolation - anxiety - dependency - lack of behavioral control.
5. Some mildy disabled persons tended to direct guilt and hostility against environment at high anxiety levels.
6. More severly disabled persons tended to internalize their feelings directly toward self.

INFORMATION NECESSARY FOR EVALUATION OF POTENTIAL LEARNING PROBLEMS

1. Medical information
   a. sensory impairment
   b. impact of drugs
   c. brain damage
   d. somatic pre-occupations
2. Psychiatric examination
   a. mental problems affecting learning
   b. severty of depression, denial, etc.
3. Social and cultural factors
   a. past success and failure experiences
   b. past history of learning dynamics, school, work, etc.
   c. situational stress - family, job, marriage, etc.
4. Psychological factors
   a. self-concept preception
   b. success probability
   c. aptitude and achievement levels - basic skills
   d. psychological vulnerability
5. Your observation of performance
   a. achievement motivation
   b. observation of specific learning problems
   c. student-teacher interaction

SOCIAL ASPECTS OF THE HANDICAPPED

Mr. H. W. Sawyer*

Social learning refers to the modification of thinking, feeling, and doing through experience, with emphasis placed on conscious experience. The learning of social skills is just as important as other skills acquired by handicapped persons. Social skills and behavior are learned from past experiences, family attitudes, life environment, and stigma of handicap.

SOCIOLOGICAL FACTORS

The following are some sociological factors that have an effect on the learning process of the handicapped individual:

Social Isolation

Handicapping has the consequence of isolating because the person tends to be left out of many activities in his life environment. A handicap, when it interferes with communication and mobility, may also be expected to disrupt social participation, recreation, and interpersonal relationships to some extent. Social isolation of the handicapped is best attributed to a lack of mobility in a restricted environment. After a disability occurs, the handicapped individual experiences a reduction of social contacts with others in the community, and reduces frequency of entering community settings.

Attitudes Toward The Handicapped

Handicapped persons have problems with social interaction because people react to them as sterotypes instead of individuals. Acceptance or rejection depends on the extent of prejudice toward the handicapped person. It has been demonstrated that the type and extent of disability does not determine the degree of positive or negative attitude of the handicapped person. It has also been demonstrated that attitudes of the disabled toward themselves are major influences on their behavior, social or otherwise.

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REHABILITATION SERVICE FOR THE HANDICAPPED

Mr. Robert H. Couch*

The rehabilitation process was defined and explored. This process which includes referral, evaluation, services, and placement was discussed in light of the frame of reference of the vocational educators. How the vocational educators could utilize this process in their work with the handicapped and disadvantaged was also discussed. Particular reference was given to the referral and service aspects and how the assistance of the vocational educator was highly desirable in this respect. Cooperation needs between rehabilitation and vocational education in these aspects of the rehabilitation process was delineated. The film, "Assessment" was shown which explored the current techniques utilized by rehabilitation facilities in vocational evaluation. Following the morning presentation, a field trip to the Huntsville Rehabilitation Center and other similar facilities was designed to better cement the vocational educator's understanding of the rehabilitation movement, facility services and how cooperation between rehabilitation personnel and vocational educators could vastly improve services to mutual target groups. These activities were designed primarily to promote better cooperation between rehabilitation and vocational education, particularly in light of vocational education's new commitment to serve the handicapped and the disadvantaged.

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Social Stigma

It has already been stated that a handicap is potentially stigmatizing, especially outside the protected environment. The sociological factor of social stigma varies with the individual encountered and the type of social setting. It also varies with the handicapped person's definition and projection of himself as a worthy individual and his skill is managing the definition of his disability by other individuals.

Social Distance

Social distance is defined as the degree of willingness a person expresses to associate in varying degree of involvement with a handicapped person. The greater the social distance, the greater it serves as a negative sociological force influencing learning of the handicapped individual. Social distance interferes with social interaction in the training situation as well as in social situations.

Social Self-Concept

The handicapped person's social perception of himself is usually a result of his social isolation. Those handicapped individuals who are able to see themselves as mature and independent can accept the frustrations and compromises involved in social interaction, learning, and working.

Levels of Aspirations

This sociological factor involves the individual goals of handicapped persons which include: (1) real goals which are realistic expectations, (2) ideal goals which are ideal aspirations, and (3) educational goals which involve levels of educational activities or vocational training.

Established Values

The handicapped person derives a set of established values from past experiences. If these values differ from his instructor's or peer's in the learning situation, they become a sociological factor. The handicapped person wants security, acceptance, advancement, money, achievement, and happiness as much as anyone else. They are constantly exposed to the style of life of the non-handicapped by means of television, radio, movies, newspapers, etc.. After failing to achieve these goals and style of life, the handicapped person downgrades his aspirational levels to lower expectation levels.

SOCIAL ADJUSTMENT

Social adjustment is a matter of learning socially accepted behavior. It is not necessarily aimed at changing the handicapped person's value system, however, newly learned behavior may bring about value change in itself. Social adjustment of the handicapped individual is usually conceived in three basic areas: (1) life adjustment, (2) social interaction, and (3) personal appearance.

Life Adjustment

Life adjustment is considered the individual's ability to perform, within his mental and physical limits, to his maximum daily activities in his home, work, and community. Many activities in our daily life that we take for granted, interfere with the handicapped person's overall life adjustment. It is necessary to match the degree of life adjustment to the community environment in which the client functions. Some of the areas of life adjustment are community living, safety, budgeting and banking, shopping techniques, insurance, homemaking, and leisure time activities.

Social Interaction

Social interaction is the individual's ability to establish and maintain adequate social relationships with peers, family members, co-workers, employers, and other persons in the community. In many cases, the handicapped individual needs some special skills in developing social relationships that are not needed by the non-handicapped.

Personal Appearance

The handicapped person's appearance is an important factor in his social adjustment. It affects how other people perceive him and how he perceives himself. Areas of concern in personal appearance include personal grooming, body hygiene, posture, appropriate dress, addiction to tobacco, alcohol and drugs, and dental and medical care.

Conclusion

Social adjustment is important training for handicapped individuals because it has been demonstrated that most handicapped persons who fail in employment after training cannot meet the social requirements of the job. In most cases, workers are able to meet the skill and strength of the job, however, they do not have the social skills necessary to maintain employment. Major reasons for vocational failure include poor work attitudes, lack of job and social readiness for employment, and difficulty in home adjustment.

Social adjustment should be in the form of structured activities appropriate to the life style of the individuals and arranged in order of their increasing social difficulty.

CHAPTER IV

SUMMARIES OF SMALL GROUP DISCUSSIONS

During the three-week institute, after each problem area was discussed by the various consultants, the thirty participants were divided into three groups for small group discussions. Each group elected a discussion leader and a recorder.

The small group discussions consisted of identifying problem areas for the discussion; pointing out specific problems within these areas; and suggesting possible solutions to the problems.

The teaching consultants and institute director visited each small group to answer questions and make other observations.

After each small group discussion, the groups reassembled for a question-and-answer period. However, before the commencing of the question-and-answer periods, each group recorder gave a summary of the small group discussion.

A combined summary of the small group discussions is given on subsequent pages.

July 29, 1970

Problem Area Discussed

Basic sociological and cultural forces affecting the disadvantaged learner

Problems Identified

1. Dialect, as a language barrier
2. Rebellious attitudes of the disadvantaged
3. Various acts of discrimination manifested toward the disadvantaged
4. Low educational and aspirational levels

Suggested Solutions to Problems

1. Dialect, as a language barrier
    a. Ways and Means
        (1) Teachers of the disadvantaged and handicapped should learn the dialect of students in order to be able to converse and simultaneously motivate communication skills.
2. Rebellious attitudes of the disadvantaged
    a. Ways and Means
        (1) Effort must be made to overcome inherent inferiority complex of minority groups.
        (2) Effective use of news media to encourage better understanding of all classes and groups.
        (3) Make the students feel that they are a part of society and can contribute to its progress.

Dividing the Participants into small discussion groups, by disciplines, contributed to solving problems of mutual interest.

3. Various acts of discrimination manifested toward the disadvantaged
    a. Ways and Means
        (1) Emphasize ways of overcoming inferiority complexes that exist.
        (2) Explain to students opportunities that exist in the world of work where non-discriminatory practices exist.
        (3) Explain to students their job rights as citizens.
        (4) Inform students relative to agencies to contact for help whenever they have been discriminated against.
4. Low educational and aspirational levels
    a. Ways and Means
        (1) Positive reinforcement whenever possible.
        (2) Never attempt to teach without first motivating the students.
        (3) Use simple subject matter followed by practical application.
        (4) Concentrate on immediate or short-term objectives rather than ultimate or long-term goals.

July 27, 1970

Problem Areas Discussed

1. Parental Interest

2. Identifying the Handicapped and Disadvantaged

Problems Identified

1. Lack of proper parental interest contributing to:

    a. High rate of school absenteeism
    b. Early marriage
    c. Illegitimacy
    d. No provisions for home study
    e. Neglect of health factors
    f. Negative attitudes toward school

2. Identifying learning disabilities of the handicapped and disadvantaged, such as:

    a. Communication barriers between teachers, school and community
    b. Difficulty in developing job skills
    c. Lack of knowledge in related subjects

Suggested Solutions to Problems

1. Parental Interest

    a. Ways and Means

        (1) Establish better relationship between teachers and parents.

        (2) Encourage more parental interest in children.

        (3) Establish human relations committees designed to promote parental interest in school program.

        (4) Encourage parents to participate in adult education programs.

        (5) Encourage teachers to become interested in the school's public relations programs to stimulate better school-community relationship.

2. Identifying learning disabilities of the disadvantaged and handicapped

    a. Ways and Means

        (1) Case studies from welfare and health agencies.

        (2) Home visitations.

        (3) Referrals from other agencies.

        (4) Evaluate standardized test scores of students.

        (5) Classroom observation.

        (6) Individual and group conferences.

July 28, 1970

Problem Areas Discussed

1. Philosophy and Professionalism of Teachers of Disadvantaged and Handicapped Learners
2. Psychological Aspects of the Disadvantaged Learner

Problems Identified

1. Language barriers
2. Rebellious attitudes of minority groups
3. Understanding learning levels of disadvantaged students
4. Short attention span of disadvantaged students

Suggested Solutions to Problems

1. Language barriers
    - a. Ways and Means
        - (1) Teachers must be able to communicate effectively with the disadvantaged and handicapped.
        - (2) Encourage students to keep abreast with current events.
        - (3) The teacher must understand the language level of the student and communicate with him on this level. He must also raise the language comprehension level of the student to the standard set by the work environment for which he is being trained.
2. Rebellious attitudes of minority groups
    - a. Ways and Means
        - (1) The disadvantaged student must be assured that the instructor's concern for his welfare is authentic.
        - (2) School administrators should consider the attitudes and interests of the disadvantaged and handicapped in developing and implementing the school program.

        (3) Community service clubs and other related organizations should work to eliminate barriers against minority groups.

        (4) Encourage minority groups to overcome any observable inferiority complexes.

3. Understand learning levels of disadvantaged students

    a. Ways and Means

        (1) Administer standardized test.

        (2) Use of teacher-made test.

        (3) Classroom observation and discussion.

        (4) Conducting case studies.

        (5) Individual conferences.

4. Short attention span of disadvantaged students

    a. Ways and Means

        (1) Point out needs for material being taught.

        (2) Teach on the basis of needs, interest and ability.

        (3) Observe relevant classroom practices in increasing the attention span.

        (4) Be quick to reinforce and slow to reprimand.

July 30, 1970

Problem Area Discussed

Understanding the Disadvantaged Learner

Problems Identified

1. Acquiring methods and techniques for teaching students who are disadvantaged
2. Methods of understanding the disadvantaged learner

Suggested Solutions to Problems

1. Acquiring methods and techniques for teaching students who are disadvantaged
    a. Ways and Means
        (1) Identify the student's interest by permitting him to talk freely.
        (2) Field trips.
        (3) Use of audio-visual aids.
        (4) Games.
        (5) Have students to select group leaders.
        (6) Provide a beginning that is easy to accomplish.
        (7) Encourage student-participation.
        (8) Discuss related experiences.
        (9) Subscribe for effective teaching materials.
        (10) Assign responsibilities to students.
        (11) Use special projects.
        (12) Expose the students to music.

    (13) Permit accelerated students to aid instructor in teaching other students.

    (14) Use various demonstrative teaching methods.

    (15) Use completed work as a stimulus.

    (16) Permit successful students to relate experiences.

    (17) Adapt topics to student's interests.

    (18) Use positive reinforcement whenever possible.

2. Methods and techniques of understanding the disadvantaged

   a. Ways and Means

      (1) Individual conferences with students and parents.

      (2) Home visitations.

      (3) Group conferences.

      (4) Case studies.

      (5) Use of social settings.

July 31, 1970

Problem Area Discussed

Psychological Forces Affecting the Disadvantaged Learners

Problems Identified

1. Keeping teacher's knowledge current
2. Establishing student "trust of society" and overcoming fear of rejection by employment agencies due to race.
3. Making the school comfortable for the child
4. Mold and change poor personalities to desirable ones
5. How to make every child feel a part of the group
6. Helping the student develop self-confidence

Suggested Solutions to Problems

1. Keeping teacher's knowledge current
    a. Ways and Means
        (1) Provide in-service training for teachers.
        (2) Provide sabbatical leave for teachers to work toward advanced degrees.
        (3) Encourage teachers to read widely in their disciplines.
        (4) Encourage teachers to conduct research studies whenever feasible.
2. Establishing student "trust of society" and overcoming fear of rejection by employment agencies due to race.
    a. Ways and Means
        (1) Inform students that society is interested in their welfare, and need their help to make progress.

        (2) Encourage employees to give priority to hiring capable disadvantaged individuals, regardless of race.

3. Making the environment of the school comfortable for the child

    a. Ways and Means

        (1) Strive to have a comfortable physical environment for the child.

        (2) The classroom settings should be conducive to the optimal learning process.

        (3) Develop and maintain effective teacher-pupil relationship.

        (4) Display good human relations in the classroom.

        (5) Provide a palatable balance diet for students.

4. Mold and change poor personalities to desirable ones

    a. Ways and Means

        (1) Use individual and group conferences.

        (2) Use of the camera in the classroom.

        (3) Use positive reinforcement at all times.

        (4) Develop a healthy self-concept by the use of mirrors in the school, etc.

        (5) Use personality inventories to detect undesirable personalities.

5. How to make every child feel that he is a part of the group

    a. Ways and Means

        (1) Develop a "we" feeling on the part of each student.

        (2) Use group assignments and projects whenever possible.

        (3) Encourage all students to participate in class discussions.

        (4) Recognize the student's accomplishments.

        (5) Praise slow learners for even small accomplishments.

        - (6) Assign some leadership responsibilities to slow learners.

6. Helping the students develop self-confidence

    a. Ways and Means

        - (1) Teach and test from the simple to the complex, keeping instruction on the level of each individual.
        - (2) Help students to recognize learning assets and disabilities.
        - (3) Assign individual responsibilities based on needs, interests, and abilities of the students.
        - (4) Encourage students to perform all assigned tasks to the best of their abilities.

August 3, 1970

Problem Areas Discussed

1. Methods and Techniques of Using Audio-Visual Aids in Teaching the Disadvantaged and Handicapped
2. Preparing Audio-Visual Media

Problems Identified

1. Utilizing audio-visual aids in teaching
2. Being able to capture the imagination of the students
3. Understanding the types of audio-visual aids
4. Using programmed instructions effectively
5. Teaching concept formation
6. Understanding operations of audio-visual aids equipment

Suggested Solutions to Problems

1. Utilizing audio-visual aids in teaching
    a. Ways and Means
        (1) Proper selection of audio-visual aids based on the lesson being taught.
        (2) Develop and use teacher-made materials effectively (transparencies, over-lays, etc.)
2. Being able to capture the imagination of the students
    a. Ways and Means
        (1) Use of bulletin boards and illustrative materials.
        (2) Having students to relate experiences relevant to the lesson being taught.
        (3) Explain to students the monetary and patriotic values of an education.

3. Understanding the types of audio-visual aids

    a. Ways and Means

        (1) Attend in-service training pertaining to audio-visual aids.

        (2) Visit agencies distributing audio-visual aids.

        (3) Prepare a list of different audio-visual aids to be used for lesson being taught.

4. Using programmed instruction effectively

    a. Ways and Means

        (1) Understand the different methods of programmed instruction.

        (2) Try out different programmed learning materials.

        (3) Evaluate the outcome of programmed material used.

        (4) Develop, when feasible, special programmed material.

5. Teaching concept formation

    a. Ways and Means

        (1) Teach students how to use strategies in learning concepts.

        (2) Teach students to select a strategy to minimize the number of trials to reach criterion.

        (3) Teach students to recognize and use positive instances of concepts in the problem-solving process.

6. Understanding how to use audio-visual aids equipment

    a. Ways and Means

        (1) Attend seminars relative to how to use audio-visual aids effectively in teaching the disadvantaged.

        (2) Check-out various audio-visual equipment and practice using them.

        (3) Use of tutorial service.

August 4, 1970

Problem Areas Discussed

1. Using Individualized Instruction to Teach the Disadvantaged
2. What Employers Expect from Workers

Problems Identified

1. Poor oral and written communication
2. Prejudice and its corresponding problems
3. Using out-dated and unrealistic teaching materials
4. Poor manager-employee relationship

Suggested Solutions to Problems

1. Poor oral and written communication
    a. Ways and Means
        (1) Administer more essay-type examinations and deduct points for poor grammar usage.
        (2) Have students to prepare and make short speeches in class, giving small prizes for winners.
        (3) Hold oratorical contest.
        (4) Have students to write term papers.
2. Prejudice in school and on the job
    a. Ways and Means
        (1) Avoid the use of prejudice practices in the educational system and encourage other teachers and administrators to do the same.
        (2) Encourage employers to employ and manage workers based on qualifications and quality of work, and not on race, color or national origin.
        (3) Encourage students to report discriminatory practices observed in school or on the job to proper authorities.

        (4) Explain to students how to report discriminatory practices and who to contact.

3. Using out-dated and unrealistic teaching materials

    a. Ways and Means

        (1) Refrain from the use of obsolete teaching materials.

        (2) Use teaching materials which are meaningful to the students.

        (3) Select teaching material on the level of the learners.

        (4) Prepare meaningful material, whenever feasible, for teaching purposes.

4. Poor manager-employee relations

    a. Ways and Means

        (1) Explain to students and workers the advantage of maintaining a good relationship with the employer.

        (2) Explain to students and workers methods and techniques to use in developing and maintaining good relations with superiors on the job.

        (3) Show employers how a good human relations program with employees can add to increasing production efficiency.

        (4) Hold human relations clinics for workers and management personnel.

August 5, 1970

Problem Area Discussed

Motivation and Counseling the Disadvantaged Learner

Problems Identified

1. Continuous failure of disadvantaged students
2. Poor home environment of disadvantaged students
3. Designing a curriculum to meet the needs of disadvantaged students
4. Lack of using positive reinforcement by many vocational education teachers
5. Getting disadvantaged students employed
6. The need for counselors to be more sympathetic with disadvantaged students

Suggested Solutions to Problems

1. Continuous failure in subject matter
    a. Ways and Means
        (1) Use special methods and techniques to determine the cause of failure among the disadvantaged.
        (2) Encourage students to strive to succeed in the educational process and developing job skills.
        (3) Be sure the curriculum is based on the needs, interest and ability of the students.
2. Poor home environment of the disadvantaged students
    a. Ways and Means
        (1) Visit the homes of disadvantaged students to get a better understanding of their home environment.
        (2) Through adult basic education, encourage parents to make the home environment conducive to the educational process.

(3) Hold individual conferences with parents relative to special learning disabilities resulting from improper home environment.

(4) Explain to students the importance of, and how to develop good home study habits.

3. Designing the curriculum to meet the needs of disadvantaged students

a. Ways and Means

(1) Survey all nearby communities (50 mile radius) to determine job opportunities.

(2) Acquire a basic knowledge of job opportunities and training needs to enter and advance.

(3) Use vocational interest inventories to assess the vocational maturity and interest of the students.

(4) Encourage all students to select a vocation based on their interest and ability.

(5) Design the curriculum based on the needs of the students.

4. Lack of using positive reinforcement by many vocational education teachers

a. Ways and Means

(1) Reward students for even minor achievements.

(2) Never use negative reinforcement, unless absolutely necessary.

(3) Re-phrase incorrect statements made by students during the class discussions.

5. Getting disadvantaged students employed

a. Ways and Means

(1) Invite prospective employers to different classes and school activities, especially during career week activities.

    (2) Develop and implement a comprehensive work experience program based on occupational choice of students.

    (3) Encourage employers to hire students after graduation if the students have made satisfactory progress and do not plan to continue their formal education.

    (4) Encourage students to perform high quality work while on work experience to increase the probability of being hired after graduation from high school, if they desire employment.

    (5) Establish good relationship with local employment personnel, prospective employers and other persons who might be instrumental in securing employment for disadvantaged students.

    (6) Establish and maintain an effective placement and follow-up program for all students, with priority being given to disadvantaged students.

6. The need for counselors to be more sympathetic with disadvantaged students

   a. Ways and Means

    (1) Strive to understand the disadvantaged students and their problems through the use of home visitation, individual and group conferences, conferences with parents, tests, classroom and shop observation, etc..

    (2) Develop a positive attitude toward the disadvantaged students.

    (3) Understand the extent of heterogeneity of the disadvantaged students and the uniqueness of their problems.

    (4) Develop an awareness of special conditions contributing to problems of disadvantaged students.

    (5) Make use of the philosophy of the "Golden Rule" daily.

August 6, 1970

Problem Areas Discussed

1. Communicating with the Disadvantaged
2. Program Development for the Disadvantaged

Problems Identified

1. Lack of communicating:
    - a. with the disadvantaged
    - b. between school and industry
    - c. between teachers and administrators

Suggested Solutions to Problems

1. Lack of communicating with the disadvantaged
    - a. Ways and Means
        - (1) Teach on the level of the students.
        - (2) Strive to understand the lingo of the disadvantaged.
        - (3) Encourage students to broaden their vocabulary by using essay-type test, and vocabulary building techniques.
        - (4) Encourage students to ask questions that will stimulate reflective thinking.
        - (5) Develop a close relationship with the students.
2. Lack of communication between school and industry
    - a. Ways and Means
        - (1) Have industries represented in program development.
        - (2) Sponsor career day activities and invite representatives from industries to explain job opportunities with their firms.

(3) Sponsor field trips to different industries in the community.

(4) Develop and implement a comprehensive work experience program using different businesses as training centers for students.

3. Lack of communication between the teachers and administrators

    a. Ways and Means

        (1) Keep the administrators abreast of the program activities being implemented.

        (2) Hold teacher-principle conferences to discuss ways and means of program improvement.

        (3) Invite administrators to program planning and evaluation sessions.

August 7, 1970

Problem Areas Discussed

1. Utilization of Community Resources
2. Measurement and Evaluation of the Disadvantaged

Problems Identified

1. Lack of utilization of community resources
2. Lack of accurate evaluation of the disadvantaged students

Suggested Solutions of Problems

1. Lack of utilization of community resources
    a. Ways and Means
        (1) Make use of community resource personnel in program planning and implementation.
        (2) Utilize experience and knowledge of business representatives in developing the vocational program.
        (3) Encourage business to cooperate in setting up training centers for students.
2. Lack of accurate evaluation of the disadvantaged students
    a. Ways and Means
        (1) Set up individual criteria for evaluating local programs based on state plan.
        (2) Adapt and use individual progress charts.
        (3) Place emphasis on application of materials learned.
        (4) Use take-home examinations.
        (5) Make provisions in the curriculum for students to come in for additional shop work, if they desire.

August 10, 1970

Problem Areas Discussed

1. Philosophy and Terminology used when Working with the Handicapped
2. Difficulties of the Handicapped

Problems Identified

1. Limited knowledge of handicapped students of the world of work
2. Lack of knowledge on the part of the teachers in assisting the handicapped

Suggested Solutions to Problems

1. Limited knowledge of handicapped students of the world of work
    a. Ways and Means
        (1) Acquaint students with various job opportunities and where to acquire training to enter and advance.
        (2) Conduct educational tours to various business in the area.
        (3) Encourage students to read current news items on opportunities for the handicapped.
2. Lack of knowledge on the part of the teachers in assisting the handicapped
    a. Ways and Means
        (1) Provide workshops and seminars to acquaint teachers with the various opportunities available for the handicapped.
        (2) Provide an up-to-date library of current materials on opportunities available for the handicapped.

(3) Acquaint teachers with the terminology used in working with the handicapped.

(4) Encourage teachers to take graduate courses in educating and training the handicapped.

August 11, 1970

Problem Areas Discussed

1. Physiological Aspects of Problems Affecting the Handicapped
2. Psychological Aspects of the Handicapped Learner

Problems Identified

1. The tendency of some handicapped persons to withdraw from their social group
2. The refusal of the handicapped to set goals
3. The tendency of the handicapped to feel inferior to his peers
4. A feeling of depression on the part of the handicapped

Suggested Solutions to Problems

1. The tendency of some handicapped persons to withdraw from their social group
    a. Ways and Means
        (1) Make the handicapped learner feel that he is playing an important role in the classroom activities.
        (2) Involve the handicapped learner in various leadership roles.
        (3) Use positive reinforcement at all times when teaching the handicapped.
        (4) Use individualized counseling.
2. The refusal of handicapped learners to set goals
    a. Ways and Means
        (1) Take field trips to industries to observe handicapped workers who are successful in their work.
        (2) Invite consultants to explain job opportunities available to the handicapped.
        (3) Use audio-visual aids to show occupational opportunities for handicapped learners, and where to go for special help.

3. The tendency of the handicapped to feel inferior to his peers
    a. Ways and Means
        (1) Encourage the handicapped person to feel that his physical condition does not delineate his ability.
        (2) Visit rehabilitation centers to enable the handicapped individuals to better accept their conditions.
4. A feeling of depression on the part of the handicapped
    a. Ways and Means
        (1) Integrate social activities into the curriculum.
        (2) Incorporate humor in the teaching activities.

August 12, 1970

Problem Area Discussed

Rehabilitation Service for the Handicapped

Problems Identified

1. Limited knowledge of vocational education teachers and parents to rehabilitation services for the handicapped
2. A lack of rehabilitation centers conveniently located to accommodate the handicapped

Suggested Solutions to Problems

1. Limited knowledge of vocational education teachers and parents relative to rehabilitation services for the handicapped
    a. Ways and Means
        (1) Use seminars, workshops, adult education classes, etc., to acquaint teachers and parents with the many rehabilitation services available for the handicapped.

        (2) Provide an up-to-date library of references and audio-visual aids on various rehabilitation services for the handicapped.

        (3) Encourage teachers to enroll in refresher courses or for advanced degrees in vocational education.
2. A lack of rehabilitation centers conveniently located to accommodate the handicapped
    a. Ways and Means
        (1) Contact local, state and national officials to show them a need for and encourage them to provide more rehabilitation centers where they are needed.

August 13, 1970

Problem Area Discussed

Sociological Aspects of the Handicapped

Problems Identified

1. Social stigma attached to the handicapped
2. Aversion of teachers to become involved with handicapped persons

Suggested Solutions to Problems

1. Social stigma attached to the handicapped
    a. Ways and Means
        (1) Develop an understanding of the environment of which the handicapped individuals live.
        (2) Encourage the use of case studies to understand the individual as a whole person.
2. Aversion of teachers to become involved with handicapped persons
    a. Ways and Means
        (1) Acquaint vocational education teachers with the needs, importance and dignity of teaching the handicapped.
        (2) Inform teachers concerning the contributions that educated handicapped individuals are making to society.

CHAPTER V

INSTITUTE EVALUATION

Evaluative Procedures

The following evaluative instruments were used for internal evaluation of the institute.

1. Perceptual Awareness Inventory - Pre-test and post-test scores of what participants perceived their knowledge of working with disadvantaged and handicapped learners "was" and what their knowledge "ought" to have been.

2. Semantic Differential Scale - Pre-test and post-test scores of the teachers' attitudes toward teaching disadvantaged and handicapped learners.

3. Cognitive Test (multiple choice) - Pre-test and post-test submitted by consultants before the commencing of the institute.

4. Participants' Rating Scales - Ratings of institute and workshop activities by the participants and their recommendations.

Statistical Analyses

The following statistical analyses were used to determine if there were significant differences and/or relationships between means and variables.

1. Wilcoxon Matched-Pairs Signed-Ranks Test, Mann-Whitney U Test, and Spearman Rank Order Correlation - Used to analyze data of the perceptual awareness inventory.

2. Analysis of Variance - Used to analyze data from Semantic Differential Scale.

3. Pearson Product Moment Correlation and Correlated t-test - Used to analyze data from Cognitive (multiple choice) Test.

Perceptual Awareness

Pre and post Perceptual Awareness Inventories (Appendix E) were administered to determine what the participants perceived their knowledge to be and what they thought their knowledge should have been relative to teaching the disadvantaged and handicapped.

A Wilcoxon Matched-Pairs Signed-Ranks Test was used to determine if there was a significant difference between what participants thought "ought" to indicate the degree of their knowledge relative to teaching the disadvantaged and handicapped from before to after the institute. Results of this test show a significant difference at the .05 level between the pre-test and post-test of what the teachers thought "ought" to indicate their knowledge of teaching disadvantaged and handicapped learners (Table I).

On the pre and post-tests, the thirty vocational education teachers were also asked to indicate what they thought "would" indicate the degree of their knowledge in reference to teaching disadvantaged and handicapped learners. The Wilcoxon Matched-Pairs Signed-Ranks Test (Table II) shows a significant difference at the .01 level between the pre-test and post-test of what the teachers thought "would" indicate the degree of their knowledge relative to teaching the disadvantaged and handicapped. The rank of difference between the pre-test and post-test yielded a rank with a less frequent sign of 177 which also yielded a T of 177. The z value obtained (3.17) was highly significant at the .01 level.

Evidently, after being exposed to the institute activities, the teachers were of the opinion that they had gained a significant amount of knowledge relative to teaching the disadvantaged and handicapped.

A Mann-Whitney U Test was used to determine if there was a significant difference between what the thirty teachers thought "would" and "ought" to indicate the degree of their knowledge relative to teaching the disadvantaged and handicapped before the institute. The same two tests were given after the institute. Table III shows there was a significant difference, at the .01 level, between what the teachers thought "would" and "ought" to indicate the degree of their knowledge of teaching the disadvantaged and handicapped before participating in the three-week institute. After participating in the institute, the post-test showed a significant difference, at the .05 level, between what the teachers thought "ought" and "would" indicate the degree of their knowledge of teaching the disadvantaged and handicapped (Table IV).

TABLE I: PRE-TEST AND POST-TEST SCORE RESULTS OF WHAT 30 VOCATIONAL EDUCATION TEACHERS THOUGHT "OUGHT" TO INDICATE THE DEGREE OF THEIR KNOWLEDGE OF TEACHING THE DISADVANTAGED AND HANDICAPPED

	Number	T	Z
Pre-Test (Ought)	30		
		98	1.98**
Post-Test (Ought)	30		

**Significant at .05 level by Wilcoxon Matched-Pairs Signed-Ranks Test

TABLE II: PRE-TEST AND POST-TEST SCORE RESULTS OF WHAT 30 VOCATIONAL EDUCATION TEACHERS THOUGHT "WOULD" INDICATE THE DEGREE OF THEIR KNOWLEDGE OF TEACHING THE DISADVANTAGED AND HANDICAPPED

	Number	T	Z
Pre-Test (Will)	30		
		157	3.17*
Post-Test (Will)	30		

*Significant at .01 level by Wilcoxon Matched-Pairs Signed-Ranks Test

TABLE III: PRE-TEST SCORE RESULTS OF WHAT 30 VOCATIONAL EDUCATION TEACHERS THOUGHT "WOULD" AND "OUGHT" TO INDICATE THE DEGREE OF THEIR KNOWLEDGE OF TEACHING THE DISADVANTAGED AND HANDICAPPED

	Number	R_1	U	Z
Pre-Test (Will)	$n_1 = 30$	699	666	3.12*
Pre-Test (Ought)	$n_2 = 30$			

*Significant at .01 level by Mann-Whitney U Test

TABLE IV: POST-TEST SCORE RESULTS OF WHAT 30 VOCATIONAL EDUCATION TEACHERS THOUGHT "WOULD" AND "OUGHT" TO INDICATE THE DEGREE OF THEIR KNOWLEDGE OF TEACHING THE DISADVANTAGED AND HANDICAPPED

	Number	R_1	U	Z
Post-Test (Would)	$n_1 = 30$	774	591	2.08**
Post-Test (Ought)	$n_2 = 30$			

**Significant at .05 level by Mann-Whitney U Test

There was a greater range of differences between the teachers' opinions of what they "knew" and what they "ought" to have known before the institute than after the institute.

A Spearman Rank Order Correlation Coefficient and a Correlated t-test were used to determine whether a significant relationship existed between what the teachers "thought" would indicate the degree of their knowledge of teaching the disadvantaged and handicapped from before to after the institute. Table V shows a positive correlation of .79 yielding a t-value of 5.29 which is significant at the .01 level. An analysis of these data shows a significant gain in test scores of what the teachers thought "would" indicate their knowledge relative to teaching the disadvantaged and handicapped from before to after the three-week institute.

Attitude

A Semantic Differential Attitude Scale (Appendix E) was used to measure the teachers' attitudes toward teaching disadvantaged and handicapped learners. The scale was developed by using ten concepts related to working with disadvantaged and handicapped learners, and using twelve pairs of bipolar adjectives for each concept. The twelve pairs of bipolar adjectives were classified using Osgood's[1] three scaling concepts which he calls evaluative, potency, and activity. Only the pairs of adjectives that had an obvious and overt relevance to the ten concepts evaluated were used. A seven-point rating system was used to evaluate the concepts from the positive to the negative bipolar adjective. That is, if the subject checked the first blank to the right of "good", he received seven points, if he checked the third blank, he received five points, and if he checked the last blank, he received one point. Using this scoring method, a numerical value was assigned to each subject's scale.

By analysis of variance, Table VI shows no significant difference between the mean pre-test and post-test attitude scores. The mean pre-test average was 360.20 while the mean post-test score was 373.80. The F value of 1.02 yielded from the difference between these two means was less than the F value of 1.85 needed to be significant at the .05 level.

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[1] C. Osgood, G. Suci, and P. Tannenbaum, The Measurement of Meaning, (Urbana Illinois: University of Illinois Press, 1957.

TABLE V: CORRELATION BETWEEN PRE-TEST AND POST-TEST SCORES OF WHAT 30 VOCATIONAL EDUCATION TEACHERS THOUGHT "WOULD" INDICATE THE DEGREE OF THEIR KNOWLEDGE OF TEACHING THE DISADVANTAGED AND HANDICAPPED

	Number	Σd^2	r_s	t Value
Pre-Test	30			
		115.55	.79	5.29*
Post-Test	30			

*Significant at .01 level by Spearman Rank Order Correlation

TABLE VI: MEAN PRE-TEST AND POST-TEST ATTITUDE SCORES OF 30 VOCATIONAL EDUCATION TEACHERS TOWARD TEACHING THE DISADVANTAGED AND HANDICAPPED

Test	Number	Mean	F Value
Pre-Test	30	360.20	1.02
Post-test	30	373.80	

It was concluded that the institute had no significant effect on changing the attitudes of the thirty vocational Education teachers toward disadvantaged students.

Cognitive Learning

In order to determine what effect the institute had on the teachers' cognitions of teaching disadvantaged and handicapped learners, a thirty-two item, pre and post multiple choice test was constructed and administered (Appendix E). The test was constructed from questions submitted by the teaching consultants before the commencing of the institute.

Table VII shows, from a Pearson Product Moment Correlation, a positive correlation of .76 which was significant at the .01 level. Table VII also shows a correlated t value of 3.38 which was also significant at the .01 level.

The results of the data analyzed in Table VII clearly indicate a significant number of teachers who had high scores on the pre-test also had high scores on the post-test, and there was a significant gain in knowledge, as related to teaching disadvantaged and handicapped learners, from before to after participating in the three-week institute.

Participants' Evaluation of Institute

The participants evaluated the institute by completing an institute rating scale (Appendix E) designed to assess their opinions relative to the following factors:

1. Purpose and objective
2. Quality of contents
3. Organization of institute
4. Consultant's effectiveness
5. Interest
6. Group participation
7. Time Allotment
8. Strengths of institute and workshops
9. Weaknesses of institute and workshops
10. Suggested improvements

TABLE VII: MEANS AND STANDARD DEVIATIONS OF PRE-TEST AND POST-TEST COGNITIVE (MULTIPLE CHOICE) TEST SCORE OF 30 VOCATIONAL EDUCATION TEACHERS ON METHODS AND TECHNIQUES OF TEACHING THE DISADVANTAGED AND HANDICAPPED

Test	Number	Mean	S.D.	r_{xy}	t Value
Pre-Test	30	20.20	3.33		
				.76**	3.38++
Post-Test	30	28.77	3.50		

++Significant at .01 level by Correlated t-Test

**Significant at .01 level by Pearson Product Moment Correlation

Procedure Used to Evaluate Rating Scales

The following method was used to evaluate the institute rating scale:

> Form I (Appendix E). A five-point rating scale was used to evaluate this scale (SD = 1, D = 2, ? = 3, A = 4, and SA = 5).

Evaluative Results

A summary of the participants' evaluation of the institute (Form III, Appendix E) gave the following impression relative to the ten factors:

Factor I - "Purpose and Objective", items related to this factor were 2, 5, 6, 8, and 12. Out of the highest possible mean of 5.00, the mean rating for this factor was 4.09, which indicated that more than three-fourths of the participants felt that the purpose and objectives of the institute were accomplished.

Factor II - "Quality of Contents", items 10 and 13. This factor had a mean rating of 4.07 which also indicated that more than three-fourths of the participants indicated that the contents of the institute were appropriate and met their needs for doing a better job teaching the disadvantaged and handicapped.

Factor III - "Organization of the Institute", items 15, 18, and 22. Since this factor had a mean rating of 4.18, again more than three-fourths of the participants felt that the institute was well structured and organized, and that the program was not too fixed.

Factor IV - "Consultants' Effectiveness", items 4, 11, 16, and 20. A mean rating of 3.48 of this factor indicated that almost three-fourths of the teachers felt that the teaching consultants were effective in their presentations, and that they received valuable information from the discussions.

Factor V - "Interest of Participants", items 1 and 23. This factor had a mean rating of 4.08 indicating that more than three-fourths of the participants were interested in the institute activities and contributed effectively to the small group discussions.

Factor VI - "Group Participation", items 17 and 19. A mean rating of 4.25 was obtained for this factor. A great majority of the participants stated that they had an opportunity to express their opinions and felt that most of the teachers contributed effectively to the small group discussions.

Factor VII - "Time Allotment", items 3, 9, and 21. The time allotment factor had a mean rating of 3.31. Although a number of persons stated that not enough time was allowed for small group discussions, more than one-half of the teachers thought that enough time was allowed for formal and informal discussions and too much time was not used in taking test and filling out other evaluation instruments.

Factor VIII - "Strengths of the Institute", item 24. Items having the highest frequency relative to the strength of the institute were:

1. Well prepared consultants
2. Interested small group discussion and question-and-answer periods
3. Development and extension of expertise in teaching the disadvantaged and handicapped
4. Well organized program
5. Development of good race relations
6. Excellent hand-outs and reference materials

Factor IX - "Weaknesses of Institute", item 24. Items having the highest frequency in reference to the weaknesses of the institute were:

1. Consultants failed to distribute summaries of their presentations
2. Needed more representation from industry
3. Needed more visual aids
4. Not enough field trips held

Factor X - "Recommendations for Planning Future Institutes", Item 25.

Items having the highest frequency as related to the participants' recommendations for planning future similar institutes were:

1. Place more emphasis on teaching the handicapped
2. Allot more time for breaks
3. Use more visual aids
4. Incorporate role playing in small group discussions.

CHAPTER VI

INSTITUTE FOLLOW-UP ACTIVITIES

The follow-up activities consisted of visits made to each of the thirty vocational education teachers and two one-day workshops.

Visitations

Each vocational education teacher participating in the program was visited twice by institute personnel from Alabama A. & M. University and/or Auburn University.

The purposes of these visits were (1) to further aid the teachers in arriving at possible solutions to problems they were encountering relative to teaching disadvantaged and handicapped learners; (2) to observe to what extent the teachers were being able to utilize methods and techniques of teaching the disadvantaged and handicapped which they learned during the institute; and (3) how effective were the novel approaches, if they were utilizing them. Most of the teachers were using information learned during the institue and stated that it was valuable in enabling them to do a more effective job teaching the disadvantaged and handicapped.

During the visits, the teachers were asked to compile a list consisting of methods and/or techniques of teaching the disadvantaged and handicapped learners during the institute or other wise which they had found to be effective. The following list contains the methods and/or techniques that the teachers indicated they had found to be effective:*

1. Establish rapport with students and motivate them by showing a need for learning materials being taught.

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*Taken from survey sheet sent out to participants of Vocational Education Teachers Institute.

2. Tell, show, and illustrate one step at a time. Review by re-stating each key point or step, and let students practice, exploring each step as they proceed. Correct errors they make.

3. The use of slides or filmstrips of successful work-experience students took on the job.

4. Hold group discussion with students relative to career planning, selection and preparation for the job.

5. Have each student to fill out a career-planning sheet.

6. Hold personal interviews with students, using information from career-planning sheet as a base for the discussion.

7. The use of individualized instruction for small classes. Divide class according to interest and ability. Make group assignments on theory and practice. Rotate from group to group giving assistance when needed.

8. Use the four-step method of teaching skills:

   a. Prepare the students
   b. Demonstrate the operation
   c. Let the trainee try out the operation (practice)
   d. Check for proficiency and quality of final product

9. Integrating meaningful audio-visual aids into all instructional units. Select and use only those aids which will prove significant to motivate and facilitate the learning process.

10. Use the group discussion method in lieu of the lecture method. Disadvantaged students should be encouraged to develop the ability to communicate verbally.

11. Gain the confidence of students by letting them know, through your action, that you are really concerned about their welfare.

12. Never attempt to teach a unit of instruction before doing a good job of motivating the students. Show them a need for learning the material, i.e., explain how the material can be used, if learned, in their chosen vocation for job entry and advancement, thereby resulting in an increase in salary.

13. Award students for outstanding accomplishments.

14. Use field trip(s) whenever possible, to culminate each unit of instruction. The field trip should be well planned, and directly related to the instructional unit.

15. Project Construction - have students to construct shop projects. Have each student to select a project based on his ability, vocational choice, and interest. Be sure the students draw a shop plan, write a bill of material and compute the cost of building the project.

16. Use of the "priority-concept" method of teaching, i.e., decide beforehand what the students must know and arrange the concepts and skills to be taught in steps by priority. Teach the "must-know" step first and if you have time, teach the "nice-to-know" step last.

Workshops

During the follow-up activities, two one-day workshops were held on Alabama A. & M. University's Campus for the program participants. The purposes of the workshops were to bring the teachers together for a discussion of results obtained from new methods tried out in teaching the disadvantaged and handicapped, and to provide additional relevant information for the teachers. Workshop programs are included in Appendix D.

During the workshop small-group discussions, the participants were divided into four groups according to discipline. This was done to make the groups as homogeneous as possible.

Summaries of the small group discussions for the workshops appear on succeeding pages.

Group Number I   Consultant Dr. James I. Dawson

Problem Area Discussed

Proposals for Disadvantaged and Handicapped Programs

Problems Identified

1. Reluctance on the part of some administrators in accepting teachers' aides and ideas in proposal writings, and their biased attitudes toward certain persons and their proposals.
2. Lack of access to relevant conceptual and research literature.
3. Lack of coordination within a community causing duplication in services.
4. Fear on the part of teachers in writing proposals.
5. Over-crowded teaching schedules which cause teachers not to have sufficient time to compose proposals.
6. Some administrators do not want proposals funded because they fear integration.
7. Lack of trained school administrators which causes an inability on the part of the administrators to administer an effective educational system.

Suggested Solution to Problems

1. Attitude and reluctance of the administrators
    a. Ways and Means
        (1) Form a committee to present prospective proposals to the administration.
2. Lack of access to relevant conceptual and research literature
    a. Ways and Means
        (1) Use public library, if available, or bookmobile.
        (2) Encourage librarians to request needed books.

3. Lack of coordination of different agencies

    a. Ways and Means

        (1) Form a consortium between agencies to coordinate activities of each agency in order to avoid duplication of services.

4. Fear on the part of teachers in writing proposals

    a. Ways and Means

        (1) Conduct in-service training on methods and techniques of proposal writing.

5. Over-crowded teaching schedules which do not allow time for teachers to write proposals

    a. Ways and Means

        (1) Decrease the teaching loads of those teachers having the desire and potentials of writing proposals.

6. Problem of race relations which will cause some administrators to be reluctant in accepting ideas for proposals which will facilitate integration within the local community if the proposals are funded

    a. Ways and Means

        (1) Develop and implement an effective human relations council to hold sensitivity sessions and arrive at ways and means of promoting racial improvement.

7. Lack of school administrators trained in the area of administration

    a. Ways and Means

        (1) State Department of Education should set up definite criteria for principals, making it compulsory for them to have a certain number of hours in administration to qualify for school principals before going on the job.

Group Number II Consultant Mr. T. V. Dawson

Problem Area Discussed

Using Audio-Visual Aids and Testing

Problems Identified

1. Recognition of value of media and education of administrators
2. Insufficient supply of media material

Suggested Solutions to Problems

1. Recognition of value of media and education of administrators
    a. Ways and Means
        (1) Motivate administrators to get involved and convince administrators that a media specialist is needed in schools.

        (2) Convince administrators that you have to keep buying materials for media equipment.

        (3) Encourage classroom teachers to be heard more in the selection of films for their courses.

        (4) Teachers should not use visual aids as a crutch. The instructor should remain in class during the showing of a film.

2. Insufficient supply of media material
    a. Ways and Means
        (1) Seek for material through Title I.

        (2) Teacher-made materials
            a. slides and slide sets
            b. ways and means of producing a slide set
                (1) Slides should assist in the attainment of certain objectives. These objectives should state just what it is you want to teach.

(2) Prepare a subject-matter outline on the area you are to teach.

(3) Put the outline in a story form which gives information necessary to indicate slides to be shown.

(4) Prepare a script. If possible, record the script.

Group Number III Consultant Dr. James Selman

Problem Area Discussed

Methods and Techniques of Motivating the Disadvantaged and Handicapped

Problems Identified

1. Feeling of inferiority
2. Short attention span or lack of stickability
3. Lack of pride
4. Lack of self-confidence
5. Being skeptical about their capabilities
6. Discouragement if not immediately rewarded
7. Lack of setting goals

Suggested Solutions to Problems

1. Feeling of inferiority
    a. Ways and Means
        (1) Involve the students in various activities, and prove to them they possess worthwhile qualities to contribute to society.
        (2) Induce the feeling of belongingness
        (3) Point out there are individuals more disadvantaged or handicapped than they are.
2. Short attention span or lack of stickability
    a. Ways and Means
        (1) Assign activities that the students can successfully complete in a shorter period of time, then proceed slowly with more lengthy assignments.
        (2) Produce finished products and show them the real value of sticking to the job.

        (3) Build up stamina.

3. Lack of pride

    a. Ways and Means

        (1) Place mirrors around the walls so they can actually see themselves as they really are.

        (2) Take personal interest in students.

        (3) Constantly put up posters or prepare appropriate bulletin boards to aid them in taking more pride in themselves.

4. Lack of self-confidence

    a. Ways and Means

        (1) Reward and praise students for their work.

        (2) Display their work at various exhibitions.

        (3) Allow students to work at their own rate.

5. Being skeptical about their capabilities

    a. Ways and Means

        (1) Be sincere and honest with students.

        (2) Assign activities they can master.

        (3) Prove to the students that you are deeply concerned about them and their achievements.

6. Discouragement if not immediately rewarded

    a. Ways and Means

        (1) Reward students immediately on the portion of work they have done correctly. Do not wait until they have completed a lengthy task before rewarding them.

        (2) Give short assignments they can finish.

7. Lack of setting goals

   a. Ways and Means

      (1) Have the students to identify themselves with someone who has reached an important goal, then help them reach their goals, which we term, "significant others".

      (2) Have students to list goals and show them the end results of these goals.

      (3) Show films of individuals who have reached their goals, or show a film on why it is important to set goals instead of constantly working toward no end.

Group Number IV Consultant Dr. V. S. Eaddy

Problem Area Discussed

Using Individualized Instruction in Teaching the Disadvantaged and Handicapped

Problems Identified

1. How to identify student's objectives
2. What procedures can be used to determine student's aptitude or readiness
3. What role may counselors play in implementing individualized instructions
4. How to evaluate student's progress

Suggested Solutions to Problems

1. How to identify student's objectives
    a. Ways and Means
        (1) Use inventory sheets and individualized conferences.
        (2) Identify student's interest as determined by counseling methods or techniques.
        (3) Coordinate student's and teacher's objectives.
        (4) Observation of students through: conversation, unconscience observation, and while at play.
        (5) Use simulated problems, i.e., projects in biology and science.
        (6) Utilize role playing.
        (7) Plan organization of small groups around similar interest.
2. What procedures can be used to determine student's aptitude or readiness

a. Ways and Means

(1) Place reliance on performance norms, rather than an established length of time.

(2) Develop achievement tests that can be used according to individual performance.

3. What role may counselors play in implementing individualized instruction

a. Ways and Means

(1) Establish a working relationship between counselors and teachers.

(2) Open new avenues of communication between teachers and counselors.

4. How to evaluate student's progress

a. Ways and Means

(1) Condition students for test evaluation, i.e., open-book review.

(2) Use progress charts in evaluating student's performance.

(3) Utilize professional judgment.

(4) Evaluate performance of project activities.

Workshop Evaluation

A five-point plus and minus rating scale was used by the participants to evaluate the two workshops. If the participant's scores were on the high side of the scale, they were scored in the plus degrees from 1 to 5, and if their scores were on the low side of the scale, they were scored in the minus degrees from 1 to 5.

The eight factors evaluated were:

1. Clearness of contents
2. New ideas
3. Participation of teachers
4. Usefulness of contents
5. Opportunity for participation
6. Level of group interest
7. Take-home value of hand-outs
8. General reaction

A combination of a three and five-point rating scale was also used by participants which gave more detailed information relative to their evaluation of the institute and workshops (Appendix E).

First Workshop. A summary of the participants' evaluation of the first workshop shows a mean rating of +3.14 (Form 4, Appendix E). This indicated that the objectives of the workshop were accomplished. Out of the eight factors evaluated, a summation of the positive scores was 731 while the summation of the total negative scores was only 76.

A summary of the participants' evaluation of the first workshop (Form 6, Appendix E) showed 156 positive responses, 34 persons with neutral responses and only 10 negative responses about the eight factors evaluated in Section One. Section Two of this form shows 86 strong agree and agree responses, and only 26 undecided, disagree, and strongly disagree responses with the four statements made.

Second Workshop. The mean rating of the second workshop was 3.37, which also indicated that this workshop was successful in accomplishing the stated objectives.

Form 7 in Appendix E shows 308 positive responses, 57 neutral, and only 25 negative responses to the fifteen factors evaluated in Section One. Section Two of this form shows 120 strong agrees and agrees, and only 8 undecided and disagrees. No one strongly disagreed with the five statements made.

According to responses made by the participants, both workshops were successful.

APPENDIX A

Institute Steering Committee

STEERING COMMITTEE

Alabama Agricultural and Mechanical University

Dr. James I. Dawson, Chairman
Head Teacher Educator
Agricultual Education
Alabama A. & M. University
Normal, Alabama 35762

Mr. Willie T. Brown
Assistant Teacher Trainer
Trades and Industrial Education
Alabama A. & M. University
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Mr. D. I. Horn, Jr.
Director of Development
Alabama A. & M. University
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Mr. Alfred H. Stone
Head Teacher Trainer
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Alabama A. & M. University
Normal, Alabama 35762

Mr. Theo Weir, Assistant Professor
Trades and Industrial Education
Alabama A. & M. University
Normal, Alabama 35762

STEERING COMMITTEE CONTINUED:

Auburn University

Dr. Vanik S. Eaddy, Coordinator
Agricultural Education
Vocational and Adult Education
Auburn University
Auburn, Alabama

Mr. W. C. Clayton, Director
Adult Basic Education Evaluation Project
Department of Vocational and Adult Education
Auburn University
Auburn, Alabama

Mr. R. H. Couch, Coordinator
Southeastern Region Evaluation Training Program
Auburn University
Auburn, Alabama

Dr. R. W. Montgomery, Head
Department of Vocational and Adult Education
Auburn University
Auburn, Alabama

APPENDIX B

Participants and Discussion Groups

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
Normal, Alabama

VOCATIONAL EDUCATION TEACHERS INSTITUTE

Names and Addresses of Participants

NAME	HOME ADDRESS	PLACE OF EMPLOYMENT
Adams, Willie G.	1800 Lydia Drive Huntsville, Alabama 35805	Central High School Courtland, Alabama
Blevins, Ralph K.	1702 Marlowe Drive Montgomery, Alabama 36111	Alabama Industrial School Mt. Meigs, Alabama 36057
Bracy, Ethel B.	532 Tenth Avenue Decatur, Alabama	City Board of Education Decatur High School Decatur, Alabama
Byrd, Taylor	5205 Steger Street Huntsville, Alabama	Tennessee Valley High School Hillsboro, Alabama
Cole, Robert	Route 1 Addison, Alabama	Gardendale High School Addison, Alabama
Charlton, Rodney	921 Green Ridge Court Montgomery, Alabama 36109	Alabama Industrial School Mt. Meigs, Alabama
Christian, Hubert	7216 Chadwell Huntsville, Alabama	Huntsville Vocational Area School Huntsville, Alabama
Dickerson, Harold G.	2804 Eva Drive Huntsville, Alabama	J. F. Drake State Technical Vocational School 3421 Meridian Street Huntsville, Alabama
Eggers, W. B.	4026 Audubon Road Montgomery, Alabama	Maxwell Federal Prison Camp Maxwell A.F.B., Alabama

NAME	HOME ADDRESS	PLACE OF EMPLOYMENT
Ephraim, Corine W.	416-6th Avenue North Birmingham, Alabama	West Olin High School Ensley Birmingham, Alabama
Everage, Charles	1604 Westcott Street Montgomery, Alabama	Alabama Industrial School Mt. Meigs, Alabama
Fuller, Lillie	514 Church Street Moulton, Alabama	Central High School Courtland, Alabama
Fuqua, Thelma A.	3401 Meridian Street Huntsville, Alabama	New Market High School New Market, Alabama
Handy, Mamie	6025 Carmel Drive Huntsville, Alabama	J. F. Drake State Technical Vocational School Huntsville, Alabama
Hendrix, Issac	576 Pleasant Avenue Montgomery, Alabama	Alabama Industrial School Mt. Meigs, Alabama
Jones, Arthur	3402 Santee Drive Montgomery, Alabama 36100	Alabama Industrial School Mt. Meigs, Alabama
Lay, Sara P.	7421 Second Avenue South Birmingham, Alabama	State Training School for Girls Birmingham, Alabama
Logan, D. O.	1544 Holly Road Birmingham, Alabama	Leeds High School Leeds, Alabama
Martin, Oscar L.	921 Goldwire Way Birmingham, Alabama 35211	Parker High School 300 - 8th Avenue North Birmingham, Alabama
Medders, Marion W.	P. O. Box 422 Prattville, Alabama 36067	Alabama Industrial School Mt. Meigs, Alabama

NAME	HOME ADDRESS	PLACE OF EMPLOYMENT
McCloud, Georgia V.	100 Whitney Avenue N.E. Huntsville, Alabama	Councill Senior High School Normal, Alabama
Millander, Murray E.	Route 5, Box 134-A Gadsden, Alabama	Hokes Bluff High School Route 2 Gadsden, Alabama
Pope, Leon	418 Monroe Drive Decatur, Alabama	Hartselle High School Hartselle, Alabama
Rivers, James	Route 6, Box 206 Jasper, Alabama	Cordova Area Trade Center 126 Columbus Street Cordova, Alabama
Scheeren, Robert	2619 Knollwood Drive Montgomery, Alabama	Alabama Industrial School Mt. Meigs, Alabama
Stringer, Raymond	2012 Bienville Street Selma, Alabama	Maxwell Federal Prison Camp Maxwell A.F.B.. Alabama
Taylor, Annie P.	3748 - 26th Street Tuscaloosa, Alabama	Aliceville High School Aliceville, Alabama
Washington, Othel L.	2701 Brett Road Huntsville, Alabama 35810	Madison County Vocational Technical School Jordon Road Huntsville, Alabama
White, Carl L.	2012 - 41st Avenue Tuscaloosa, Alabama	Allen Thornton Area Vocational Technical High School Route 1 Killen, Alabama
Woods, Mary E.	P. O. Box 136 Aliceville, Alabama	R. J. Kirksey High School Aliceville, Alabama

SMALL DISCUSSION GROUPS

GROUP I: COUNSELORS AND SUPERVISORS

Mr. Robert Cole
Mr. Rodney Charlton
Mr. Hubert Christian
Mr. D. O. Logan
Mr. Oscar L. Martin
Mr. Marion W. Medders

GROUP II: SKILL INSTRUCTORS, INSTITUTIONAL

Mr. Ralph K. Blevins
Mr. W. B. Eggers
Mr. Issac Hendrix
Mr. Arthur Jones
Mr. Charles Everage
Mr. Raymond Stringer
Mrs. Corine W. Ephraim
Mrs. Sara P. Lay

GROUP III: SKILL INSTRUCTORS, NON-INSTITUTIONAL

Mr. Willie G. Adams
Mr. Hardred Barnes
Mr. Murry E. Millander
Mr. Leon Pope
Mr. James Rivers
Mr. Othel L. Washington
Mr. Carl L. White
Mr. Harold G. Dickerson
Mrs. Mary E. Woods
Miss Annie P. Taylor

GROUP IV: SPECIAL EDUCATION AND RELATED INSTRUCTION

Mrs. Ethel Bracy
Mrs. Lillie Fuller
Mrs. Thelma Fuqua
Mrs. Mamie Handy
Mrs. Georgia McCloud
Mr. Robert Scheeren

APPENDIX C

Staff and Consultants

STAFF

Dr. James I. Dawson, Director
Head Teacher Educator
Agricultural Education
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Mr. W. C. Clayton, Assistant Professor
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Auburn, Alabama

Dr. Vanik S. Eaddy, Coordinator
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Auburn, Alabama

Dr. James Selman, Associate Professor
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Auburn University
Auburn, Alabama

Miss Elnora Hereford, Secretary
Department of Agricultural Education
Alabama A. & M. University
Normal, Alabama

Miss Mary D. Williams, Graduate Assistant
Graduate Student in Home Economics Education
Alabama A. & M. University
Normal, Alabama

Mr. Hardred Barnes, Graduate Assistant
Department of Agricultural Education
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CONSULTANTS

Dr. Robert E. Brabham, Coordinator
Rehabilitation Service Graduate Program
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Auburn, Alabama

Mr. Richard A. Baker, Director
Alabama Rehabilitation Innovation Project
Auburn University
Auburn, Alabama

Mr. Robert H. Couch, Coordinator
Southeastern Region Evaluation Training Program
Auburn University
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Mr. W. C. Clayton, Assistant Professor
Adult and Vocational Education
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Auburn, Alabama

Mr. Thomas V. Dawson, Director
Educational Media Center
Alabama A. & M. University
Normal, Alabama

Mr. Dawson I. Horn, Jr.
Director of Development
Alabama A. & M. University
Normal, Alabama

Dr. L. W. Bonner
Dean of Graduate Studies
Alabama A. & M. University
Normal, Alabama

Mr. James H. Hicks, Assistant Professor
Special Education
Alabama A. & M. University
Normal, Alabama

Dr. Mayfield Peterson, Assistant Professor
Educational Psychology
University of Connecticut
Storrs, Connecticut

Dr. Thomas F. Freeman
Assistant Dean
College of Arts and Sciences
Texas Southern University
Houston, Texas

Dr. Wade H. Link, President
Link Enterprises, Inc.
Montgomery, Alabama

Mr. Army Daniels, Assistant Professor
Thirteen College Curriculum Program
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Normal, Alabama

Dr. Vanik S. Eaddy, Coordinator
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Auburn, Alabama

Dr. James Selman, Associate Professor
Adult and Vocational Education
Auburn University
Auburn, Alabama

APPENDIX D

Institute and Workshop Schedules

INSTITUTE SCHEDULE
PROGRAM FOR MONDAY, JULY 27, 1970

TIME	PROGRAM AREA	CONTENT AREA	RESOURCE PEOPLE
9:00-10:15	Registration of participants and overview of Institute	Welcome Purpose Introduction of Staff Procedures for housing, meals, and stipends	Dr. J. Dawson Mr. W. C. Clayton Dr. J. Dawson Dr. J. Dawson
10:15-10:35	BREAK		
10:35-12:00	Small group activities	Acquaintance, perceptual awareness cognitive and attitude pre-test	Group Leaders and Staff
12:00-1:00	LUNCH		
1:00-2:15	Small group activities	Identification of Problem	Participants and Staff
2:15-2:35	BREAK		
2:35-3:50	Panel discussion of group leaders	Identification, clarification and evaluation of problems	Group Leaders
3:50-4:00	Orientation to next day's activities	Brief outline of next day's activities	Staff

INSTITUTE SCHEDULE
PROGRAM AREA FOR TUESDAY, JULY 28, 1970

TIME	PROGRAM AREA	CONTENT AREA	RESOURCE PEOPLE
9:00-9:30	Review of activities of previous day	Summary and critique of concepts prepared the previous day Introduction of consultant for the day	Group Leaders Staff
9:30-10:15	Philosophy and Professionalism of teachers of disadvantaged and handicapped learners	Relation of professionalism to improved performance of teaching the disadvantaged. Elements of professionalism. Appropriate goals and obligations of those striving for professional status	Mr. Hicks
10:15-10:30	B R E A K		
10:30-11:50	Psychological aspects of the disadvantaged learner	Basic psychological forces affecting the disadvantaged learner	Mr. Hicks
11:50-1:00	L U N C H		
1:00-1:45	Small group discussion	Small group indepth discussion with consultant and group leader sharing of expression relative to the concept and principles presented in the day's sessions.	Group Leaders
1:45-2:15	Reassemble - question, answer, and discussion	Question, answer, and discussion relative to the psychology of learning of disadvantaged	Mr. Hicks and Staff
2:15-2:35	B R E A K		
2:35-3:00	Psychology of learning of disadvantaged continued	Dimension of psychological aspects affecting the learner for consideration in guiding the disadvantaged in learning activities	Mr. Hicks and Staff
3:00-3:50	Small group discussion	Indepth consideration of psychological dimension and factors affecting the disadvantaged learner	Mr. Hicks and Staff
3:50-4:00	Preview of next day's activities	Brief orientation of next day's activities	Staff

INSTITUTE SCHEDULE
PROGRAM FOR WEDNESDAY, JULY 29, 1970

TIME	PROGRAM AREA	CONTENT AREA	RESOURCE PEOPLE
9:00-9:30	Review of previous day's activities	Summary and critique of concepts prepared the previous day. Introduction of consultant	Group Leaders and Staff
9:30-10:15	Sociological and cultural influences on the disadvantaged learner	Sociological influences of special concern with low socio-economic groups as related to the learning situation	Mr. Horn
10:15-10:35	BREAK		
10:35-11:05	Small group discussion	Small group indepth discussion with group leader sharing of experiences relative to sociological and cultural concepts and principles presented in the discussion	Mr. Horn and Group Leaders
11:05-11:50	Reassemble - question, answer, and discussion	Questions, answers and discussions relative to sociological and cultural influences of the learner	Mr. Horn
11:50-1:00	LUNCH		
1:00-2:15	Sociological and cultural influences on the learner	Basic sociological and cultural forces affecting the disadvantaged learner	Mr. Horn
2:15-2:35	BREAK		
2:35-3:05	Small group discussion of sociological and cultural concepts	Small group indepth discussion with group leader relative to sociological problems of the disadvantaged	Mr. Horn
3:05-3:50	Reassemble - questions, answers and discussions	Questions, answers and discussions of sociological problems of the disadvantaged learner	Mr. Horn and Group Leaders
3:50-4:00	Overview of next day's activities	Brief orientation of content area	Staff

INSTITUTE SCHEDULE
PROGRAM FOR THURSDAY, JULY 30, 1970

TIME	PROGRAM AREA	CONTENT AREA	RESOURCE PEOPLE
9:00-9:30	Reports and Introduction	Summary and critique of the proceedings of previous day's activities and introduction of consultant	Group Leaders and Staff
9:30-10:15	Understanding the disadvantaged learner	Determining factors affecting the disadvantaged learner	Dr. Dawson
10:15-10:35	B R E A K		
10:35-11:00	Understanding the disadvantaged learner (continued)	Factors affecting the disadvantaged learner	Dr. Dawson
11:00-11:20	Small group discussion	Indepth consideration of factors affecting the disadvantaged learner	Dr. Dawson
11:20-11:50	FIELD TRIP ORIENTATION	Orientation for field trip to Learning and Diagnostic Center	Dr. Dawson and Staff
11:50-1:00	L U N C H		
1:00-3:00	Field trip to Learning and Diagnostic Center	Observation of procedures, techniques and methods used in diagnostic center	Dr. Dawson and center Director
3:00-3:50	Group discussion	Overview of field trip activities	Staff
3:50-4:00	Overview of next day's activities		

INSTITUTE SCHEDULE
PROGRAM FOR FRIDAY, JULY 31, 1970

TIME	PROGRAM AREA	CONTENT AREA	RESOURCE PEOPLE
9:00-9:30	Reports and introductions	Summary and critique of previous day's activities	Group Leaders and Staff
9:30-10:15	Psychological influences on the disadvantaged learner	Basic psychological forces affecting the disadvantaged learner and consideration in guiding the learning activities	Dr. Peterson
10:15-10:35	BREAK		
10:35-11:05	Small group discussion	Indepth discussion of psychological aspects affecting the disadvantaged learner	Group Leaders
11:05-11:50	Reassemble - questions, answers, and discussions	Dimensions of psychological aspects affecting the disadvantaged learner for consideration in directing the learning activities	Dr. Peterson
11:50-1:00	LUNCH		
1:00-2:15	Psychological influences on the disadvantaged learner	Dimensions of psychological aspects affecting the disadvantaged learner for consideration in directing the learning activities	Dr. Peterson
2:15-2:35	BREAK		
2:35-3:05	Small group discussion	Indepth consideration of psychological influences relative to teaching the disadvantaged learner	Group Leaders and Dr. Peterson
3:05-3:50	Reassemble for questions, answers, and discussions	Discussion of psychological problems affecting the disadvantaged learner with emphasis on guiding the learning activities	Dr. Peterson and Staff
3:50-4:00	Orientation to next day's activities	Overview of next day's activities	Staff

INSTITUTE SCHEDULE
PROGRAM FOR MONDAY, AUGUST 3, 1970

TIME	PROGRAM AREA	CONTENT AREA	RESOURCE PEOPLE
9:00-9:30	Reports and introduction	Summary and critique of previous day's activities and introduction of consultant	Group Leaders and Staff
9:30-10:15	Use of audio-visual aids in teaching the handicapped and disadvantaged	Methods and techniques of using audio-visual aids in teaching the disadvantaged and handicapped	Group Leaders and Staff
10:15-10:35	BREAK		
10:35-11:05	Small group discussions	Indepth discussion of using audio-visual aids in teaching disadvantaged and handicapped learners	Mr. T. V. Dawson and Group Leaders
11:05-11:50	Reassemble - questions, answers, and discussions	Indepth discussion of using audio-visual aids in teaching disadvantaged and handicapped learners	Mr. T. V. Dawson and Staff
11:50-1:00	LUNCH		
1:00-2:15	Preparing audio-visual media to teach the disadvantaged and handicapped	Methods and techniques used in preparing audio-visual material in teaching the disadvantaged and handicapped	Mr. T. V. Dawson
2:15-2:35	BREAK		
2:35-3:05	Small group discussion	Indepth small group discussion and practicum on preparing audio-visual materials	Group Leaders and Mr. T. V. Dawson
3:05-3:50	Reassemble - questions, answers, and discussions	Implications of understanding methods of preparing audio-visual media for teaching the disadvantaged and handicapped	Mr. T. V. Dawson
3:50-4:00	Overview of next day's activities	Brief outline of next day's activities	Staff

INSTITUTE SCHEDULE
PROGRAM FOR TUESDAY, AUGUST 4, 1970

TIME	PROGRAM AREA	CONTENT AREA	RESOURCE PEOPLE
9:00-9:30	Report and introduction	Report of field trip and introduction of consultant	Staff and Group Leaders
9:30-10:15	Management expectations of workers	Discussion of job ethics, decorium and loyalty	Consultant (Industry)
10:15-10:35	BREAK		
10:35-11:30	Management expectations	Preparation for job interview	Consultant
11:30-1:00	LUNCH		
1:00-1:30	Small group discussions	Indepth discussion of factors to consider in ethics, loyalty and job interview	Consultant and Group Leaders
1:30-2:15	Reassemble - questions, answers, and discussions	Indepth consideration of factors affecting securing employment	Consultant and Staff
2:15-2:35	BREAK		
2:35-3:50	Individualized instruction for the disadvantaged	Using individualized instruction to correct learning disabilities of the disadvantaged	Consultant
3:50-4:00	Overview of next day's activities	Brief outline of content area and suggested references and resource materials	Staff

INSTITUTE SCHEDULE
PROGRAM FOR WEDNESDAY, AUGUST 5, 1970

TIME	PROGRAM AREA	CONTENT AREA	RESOURCE PEOPLE
9:00-9:30	Report and introduction	Summary and critique of previous day's activities and introduction of consultant	Group Leaders and Staff
9:30-10:15	Motivating the disadvantaged learner	Understanding the basic needs of the disadvantaged learner - providing learning experiences	Dr. L. W. Bonner
10:15-10:35	BREAK		
10:35-11:05	Small group discussions	Indepth discussion of developmental task of the disadvantaged learner and relating the learning experience to the task details	Group Leaders and Dr. Bonner
11:05-11:50	Reassemble for questions and answers	Discussion of methods and techniques of motivating the disadvantaged learner utilizing the occupational goals for motivating the learner	Dr. Bonner
11:50-1:00	LUNCH		
1:00-2:15	Counseling the disadvantaged	Selecting and administrating standardized tests, practicum in testing and guidance activities	Dr. Bonner
2:15-2:35	BREAK		
2:35-3:05	Small group discussions	Application of results in testing in guidance and counseling activities	Group Leaders and Dr. Bonner
3:05-3:50	Reassemble for questions, answers and discussions	Discussion of the application of test results in counseling and guidance activities	Dr. Bonner
3:50-4:00	Overview of next day's work	Brief outline of next day's activities	Staff

INSTITUTE SCHEDULE
PROGRAM FOR THURSDAY, AUGUST 6, 1970

TIME	PROGRAM AREA	CONTENT AREA	RESOURCE PEOPLE
9:00-9:30	Reports and introduction	Summary and critique of previous day's activities and introduction of consultant for the day's session	Staff
9:30-10:15	Communicating with the disadvantaged	Methods and techniques of effectively establishing rapport with the disadvantaged	Dr. Freeman
10:15-10:35	BREAK		
10:35-11:05	Small group discussion	Indepth discussion on factors affecting accelerating teacher-student interaction	Dr. Freeman
11:05-11:50	Reassemble for questions, answers and discussions	Indepth consideration of factors facilitating interaction between teacher and learner	Dr. Freeman
11:50-1:00	LUNCH		
1:00-2:15	Program development for the disadvantaged	Methods and techniques used in determining needs of the disadvantaged learner	Dr. Freeman
2:15-2:35	BREAK		
2:35-3:05	Small group discussions	Indepth discussion of developing programs based on the needs of the disadvantaged learner	Group Leaders and Dr. Freeman
3:05-3:50	Reassemble for questions, answers and discussions	Recommended procedures in developing and implementing programs based on the needs and interests of the disadvantaged learner	Dr. Freeman
3:50-4:00	Orientation to next day's activities	Brief outline of next day's activities	Staff

INSTITUTE SCHEDULE
PROGRAM FOR FRIDAY, AUGUST 7, 1970

TIME	PROGRAM AREA	CONTENT AREA	RESOURCE PEOPLE
9:00-9:30	Reports and introduction	Summary and critique of previous day's activities and introduction of consultant	Group Leaders and Staff
9:30-10:15	Utilization of community resources	Identification and utilization of community resources in developing and implementing a program for the disadvantaged	Mr. Clayton
10:15-10:35	B R E A K		
10:35-11:05	Small group discussions	Method of using community resources for developing a program for disadvantaged individuals	Group Leaders and Mr. Clayton
11:05-11:50	Reassemble for questions, answers and discussions	Indepth discussion of methods and procedures of identification and utilization of community resources for a program for the disadvantaged	Mr. Clayton
11:50-1:00	L U N C H		
1:00-2:15	Measurement and evaluation of the disadvantaged	Methods and techniques of testing and measuring to determine needed programs	Mr. Clayton
2:15-2:35	B R E A K		
2:35-3:05	Small group discussion	Methods of selecting and developing tests to measure the learning process of the disadvantaged	Group Leaders and Mr. Clayton
3:05-3:50	Reassemble for question, answer and discussion	Discussion of methods and techniques of selecting, developing, administering and interpreting tests to be used with disadvantaged learners	Mr. Clayton
3:50-4:00	Orientation to next day's activities	Brief outline to next day's activities	Staff

INSTITUTE SCHEDULE
PROGRAM FOR MONDAY, AUGUST 10, 1970

TIME	PROGRAM AREA	CONTENT AREA	RESOURCE PEOPLE
9:00-9:30	Introduction and orientation	Identification of the handicapped and factors affecting the teaching and learning process	Staff
9:30-10:15	Philosophy and terminology used when working with the handicapped	Importance of developing a philosophy in working and understanding the problems involved when working with the handicapped	Dr. Brabham
10:15-10:35	B R E A K		
10:35-11:50	Difficulties of the handicapped	Understanding and adjusting the physical difficulties of the handicapped	Dr. Brabham
11:50-1:00	L U N C H		
1:00-1:30	Small group discussions	Identification of disabilities of the handicapped and determining the types of training based on physical conditions, needs, and interests	Group Leaders and Dr. Brabham
1:30-2:15	Reassemble for questions, answers, and discussions	Indepth discussion in recognition of physical disabilities of the handicapped and development of a program adequate to meet the needs of these learners	Dr. Brabham
2:15-2:35	B R E A K		
2:35-3:50	Reassemble Difficulties of the handicapped (continued)	Indepth discussion in recognition of phyiscal disabilities of the handicapped and development of a program adequate to meet the needs of the learner	Dr. Brabham
3:50-4:00	Orientation to next day's activities	Brief outline of next day's activities	Staff

INSTITUTE SCHEDULE
PROGRAM FOR TUESDAY, AUGUST 11, 1970

TIME	PROGRAM AREA	CONTENT AREA	RESOURCE PEOPLE
9:00-9:30	Report and introduction	Summary and critique of past day's activities and introduction of consultant	Group Leaders and Staff
9:30-10:15	Psychological aspects of problems affecting the handicapped	Understanding psychological forces which influence learning of the handicapped	Mr. Baker
10:15-10:35	BREAK		
10:35-11:05	Small group discussions	Methods of determining psychological forces which influence the learner for consideration in guiding the handicapped	Group Leaders and Mr. Baker
11:05-11:55	Reassemble for questions, answers, and discussions	A discussion of the psychological problems of the handicapped	Mr. Baker
11:55-1:00	LUNCH		
1:00-2:15	Psychological aspects of the handicapped (continued)	Psychological problems (continued)	Mr. Baker
2:15-2:35	BREAK		
2:35-3:05	Small group discussion	Discussion of psychological problems influencing the learning of the handicapped	Group Leaders and Mr. Baker
3:05-3:50	Reassemble for questions, answers, and discussions	Indepth discussion of psychological problems influencing learning of the handicapped	Mr. Baker
3:50-4:00	Orientation of next day's activities	Brief outline of next day's content area with suggested references	Staff

INSTITUTE SCHEDULE
PROGRAM FOR THURSDAY, AUGUST 13, 1970

TIME	PROGRAM AREA	CONTENT AREA	RESOURCE PEOPLE
9:00-9:30	Report and introduction	Summary and critique of previous day's activities and introduction of consultant	Group Leaders and Staff
9:30-10:15	Social aspects of the handicapped	Sociological forces influencing the learning of the handicapped	Mr. Sawyer
10:15-10:35	BREAK		
10:35-11:05	Small group discussion	Sociological implications of the handicapped	Mr. Sawyer
11:05-11:50	Reassemble for questions, answers and discussions	Sociological implications of the handicapped	Mr. Sawyer
11:50-1:00	LUNCH		
1:00-2:15	Social aspects of the handicapped	Sociological adjustment of the handicapped	Mr. Sawyer
2:15-2:35	BREAK		
2:35-3:05	Small group discussions	Sociological adjustment of the handicapped	Mr. Sawyer
3:05-3:50	Reassemble for questions, answers and discussions	Sociological factors affecting the handicapped	Mr. Sawyer
3:50-4:00	Orientation of next day's activities	Brief outline of next day's activities and resource material	

INSTITUTE SCHEDULE
PROGRAM FOR FRIDAY, AUGUST 14, 1970

TIME	PROGRAM AREA	CONTENT AREA	RESORUCE PEOPLE
9:00-9:30	Report and introduction	Summary and critique of previous day's activities	Group Leaders and Staff
9:30-10:00	Summary of institute and overview of follow-up study	Brief summary of institute activities and overview of follow-up activities	Mr. Clayton Dr. Dawson
10:00-10:20	BREAK		
10:20-12:00	Evaluation	Post cognitive test, attitude test, and perception awareness test	Dr. J. Dawson Mr. Clayton Staff

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
Normal, Alabama 35762

Division of Graduate Studies

Vocational Education Project Follow-Up Study

First Workshop
January 30, 1971

Methods and Techniques of Teaching
the Disadvantaged and Handicapped

TIME: 8:30 A.M. - 4:30 P.M.

WORKSHOP SCHEDULE

TIME	ACTIVITY	RESOURCE PEOPLE
8:30 - 9:00	COFFEE HOUR	
9:00 - 9:15	Introduction of Consultants	Dr. J. I. Dawson
9:15 - 9:30	Follow-up Progress Report	Dr. J. I. Dawson
9:30-9:45	Summary of Project Activities	Dr. J. Selman
9:45-10:00	Procedures for Group Discussion	Dr. V. S. Eaddy
10:00 - 10:50	Small Group Discussion (Period I)	Consultant
10:50 - 11:00	COFFEE BREAK	
11:00 - 12:00	Small Group Discussion (Period II)	Consultants
12:00 - 1:00	LUNCH	
1:00 - 2:00	Small Group Discussion (Period III)	Consultants
2:00 - 3:00	Small Group Discussion (Period IV)	Consultants

WORKSHOP SCHEDULE CONTINUED:

TIME	ACTIVITY	RESOURCE PEOPLE
3:00 - 3:20	COFFEE BREAK	
3:20 - 4:00	Reports of Small Group Discussions	Group Reporters
4:00 - 4:20	Counseling the Disadvantaged and Handicapped	Mr. Nimrod Cobb
4:20 - 4:30	Closing Remarks	Staff
4:30	Adjournment	

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
Normal, Alabama 35762

Division of Graduate Studies

Vocational Education Project Follow-up Study

Second Workshop
May 1, 1971

Instructional Media for the Disadvantaged and Handicapped

TIME: 8:30 A.M. - 3:45 P.M.

WORKSHOP SCHEDULE

TIME	ACTIVITY	RESOURCE PEOPLE
8:15 - 8:30	COFFEE HOUR	
8:30 - 8:45	Introduction of Consultant	Dr. J. I. Dawson
8:45 - 10:00	Using Instructional Media Effectively to Teach the Disadvantaged and Handicapped	Dr. W. H. Link, Pres. Link Enterprises Montgomery, Alabama
10:00 - 10:30	Question and Answer Period	
10:30 - 10:45	BREAK	
10:45 - 11:30	Small Group Discussion - Using Instructional Media to Teach the Disadvantaged (Problems and Recommended Solutions)	Group Leaders
11:30 - 12:00	Reports of Small Group Discussions	Group Recorders
12:00 - 1:00	LUNCH	
1:00 - 2:00	Introduction of Consultant	Dr. J. I. Dawson

GROUP DISCUSSION SCHEDULE

Period I	II	III	IV
Time: 10:00-10:50	11:00-12:00	1:00-2:00	2:00-3:00
Group I Dr. Dawson Room 110	Group II Dr. J. Dawson Room 110	Group III Dr. J. Dawson Room 110	Group IV Dr. J. Dawson Room 110
Group II Mr. T. V. Dawson Room 204	Group I Mr. T. V. Dawson Room 204	Group IV Mr. T. V. Dawson Room 204	Group III Mr. T. V. Dawson Room 204
Group III Dr. J. Selman Room 205	Group IV Dr. J. Selman Room 205	Group II Dr. J. Selman Room 205	Group I Dr. J. Selman Room 205
Group IV Dr. V. S. Eaddy Room 114	Group III Dr. V. S. Eaddy Room 114	Group I Dr. V. S. Eaddy Room 114	Group II Dr. V. S. Eaddy Room 114

Major Content Areas:

Dr. James Selman - Methods and Techniques of Motivating the Disadvantaged and Handicapped

Mr. T. V. Dawson - Using Audic-Visual Aids and Testing

Dr. V. S. Eaddy - Using Individualized Instruction in Teaching the Disadvantaged and and Handicapped

Dr. James Dawson - Developing Proposals for Disadvantaged and Handicapped Programs

SECOND WORKSHOP SCHEDULE CONTINUED:

TIME	ACTIVITY	RESOURCE PEOPLE
1:00 - 2:00	Special Methods and Techniques of Teaching the Disadvantaged	Mr. Army Daniels Assistant Professor Thirteen College Curriculum Program Alabama A&M University Normal, Alabama
2:00 - 2:15	Question, and Answer Period	
2:15 - 3:15	Special Interest Group Discussion	
	Group I: Summer Employed Vocational Education Teachers Discussion of Summer Programs	Dr. V. S. Eaddy
	Group II: School Administrators Supervisors and Counselors Integrating Vocational Education into the Basic School Curriculum with Emphasis on the Community Education Concept	Dr. J. I. Dawson
	Group III: Non-Summer Employed Vocational Education Teachers Motivating the Disadvantaged for Optimal Learning	Mr. Army Daniels
3:15 - 3:30	Awarding of Certificates	Dr. J. I. Dawson
3:30 - 3:45	Remarks	
3:45	Adjournment	

APPENDIX E

INSTITUTE AND WORKSHOP EVALUATION INSTRUMENTS

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
Normal, Alabama

VOCATIONAL-EDUCATION TEACHERS AND SUPERVISORS

Name ______________________________ Date __________ Score _____

MULTIPLE CHOICE QUESTIONS

DIRECTIONS: Read each statement carefully. Select the best answer that you think is correct. Then place the alphabet that identifies the correct answer in the space provided at the left.

_____ 1. Which one of the listed choices generally is not readily available as a community resource agency for assisting disadvantaged learners?

a. Department of Pensions and Securities
b. State Employment Office
c. City Municipal Board

_____ 2. Which one of the listed choices is not an observational means of testing a disadvantaged learner by the teacher?

a. Disregard of punctuation
b. Loss of place
c. Answering questions

_____ 3. One common type of reading error committed by poor readers is:

a. omissions
b. word analysis
c. low voice

_____ 4. In evaluation, it is important that:

a. Testing be part of the total instructional program
b. Testing receives major emphasis
c. Testing be used to determine grades.

_____ 5. If the students answer all questions of a test correctly, there is no doubt that:

a. The teacher did a good teaching job
b. The students did a good learning job
c. Quality of the job cannot be determined from this data

_____ 6. The primary purpose of our educational system is to:

a. inform our young people
b. perpetuate our culture through our young people
c. guide the behavior of our young people

_____ 7. When the testing purpose is to determine subject matter knowledge, the most often recommended objective test is:

a. true-false
b. multiple choice
c. matching

_____ 8. On subject-matter mastery tests,

a. questions should closely parallel work in class
b. questions should not closely parallel work in class
c. it is immaterial whether or not test questions parallel work in class

_____ 9. The reasons for giving tests may be to determine (1) subject-matter mastery; (2) ability ranking; (3) content-area strengths and weaknesses.

a. all three reasons listed are correct
b. some of the reasons are correct
c. none of the reasons are correct

_____10. The least important reason for testing is to:

a. help the student
b. help the teacher
c. help the administrator

_____11. Which of the following classifications is most frequently associated with mentally retarded children who come from disadvantaged communities?

a. educable mentally retarded (I.Q. 50-79)
b. trainable mentally retarded (I.Q. 25-49)
c. severly mentally retarded (I.Q. below 25)

_____12. Among the following, the one most likely to contribute to learning deficits is:

a. over-crowded housing
b. malnutrition
c. lack of newspapers and other reading material in the home.

_____13. Among the factors listed below, the one most likely to contribute to a learning disability is:

a. living in the ghetto
b. inadequate buildings and poor equipment
c. poor curriculum, faculty teaching, and negative teacher attitude

_____14. There is a relationship between level of intellectual functioning, academic achievement and:

a. circumference of head
b. height and weight
c. both of above.

_____15. The lack of a father in the home has been shown to contribute significantly to:

a. poor self-image
b. juvenile delinquency
c. none of these.

_____16. Social adjustment is important training for handicapped students. Select the most important reason:

a. Handicapped students must conform to social demands in the community to a greater degree than the non-handicapped

b. Most handicapped individuals who fail in employment after training cannot meet the social requirements of the job

c. Family members do not understand handicapped students.

_____17. The need of personal grooming training as one aspect of a social adjustment process can best be justified by which of the following:

a. Good personal grooming is more important to the employer than work performance
b. Good grooming is a state of mind that generalizes to good work behavior
c. Handicapped students need a better personal appearance than other students to compensate for their disability.

______18. Social isolation of the handicapped student is best attributed to:

a. A lack of motivation on his part to initiate social contact
b. Social and cultural deprivation
c. Lack of mobility and restricted environment.

______19. The handicapped person's social perception of himself

a. usually does not affect his learning ability
b. is derived from values of other handicapped persons
c. is in direct correlation with his degree of social isolation.

______20. Social adjustment is:

a. A matter of learning socially acceptable behavior
b. Aimed at changing the student's value system.

______21. Social distance can be defined as the degree of willingness a person expresses to associate in varying degrees of involvement with a handicapped individual. In the learning process of the handicapped student, this sociological factor:

a. does not exist
b. is a greater factor with the physically handicapped than with the mentally handicapped
c. plays a significant role in the quality of training received.

______22. The words "handicapped" and "disability"

a. mean the same thing
b. differ, in that "disability" may be the result of a "handicap"
c. differ, in that "handicap" may be the result of a "disability"

______23. The term "total disability"

a. means the individual has no use of either arm
b. means the individual is confined to a wheelchair
c. must vary in its meaning, depending on the particular client.

_____24. The impact of severe bodily injury

a. may modify initial traits, habits, tastes and social attitudes
b. will make a new man or woman of the client
c. always results in drastic changes in the personality

_____25. A major permanent disability

a. is a barrier in the business or professional world
b. is less a barrier in blue-collar work
c. may or may not be a barrier in a particular worker's life.

_____26. Which one of the following is not a part of the typical process of adjustment to disability:

a. shock
b. expectancy of recovery
c. motivation

_____27. Which one of the following statements is the least reason why uneducated adults would have fear of school:

a. writing
b. non-verbally gestures
c. talking.

_____28. Most undereducated adults can communicate best by:

a. writing
b. non-verbally gestures
c. talking.

_____29. Some indications of helpless feelings in students are:

a. hostility expressed to subject matter
b. sleeping in class
c. short attention span

_____30. Which one of the following is the least motivational factor?

a. need for self-esteem
b. need for recognition
c. need to continue learning.

_____31. An adult can be motivated in the classroom by:

a. lowered grades
b. teacher approval
c. demerits.

_____32. Teachers must be aware of the fact that:

a. illiteracy is a disgrace
b. illiteracy indicates a low intelligence level
c. some students have limited abilities to learn academic subjects.

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
Normal, Alabama 35762

AGRICULTURAL EDUCATION DEPARTMENT

SELF EVALUATION

DIRECTION: Please circle the number along the continuum which you think ought to indicate the degree of your knowledge or competency in the areas listed below.

EXAMPLE: Group leadership activities for the disadvantaged and handicapped.

0	1	2	[✓ 3]	4	5
None	Poor	Fair	Good	Very Good	Excellent

START

0	1	2	3	4	5
None	Poor	Fair	Good	Very Good	Excellent

1.	Physical characteristics of the disadvantaged and handicapped.	0	1	2	3	4	5
2.	Sociological influences on the disadvantaged and handicapped.	0	1	2	3	4	5
3.	Psychological barriers to the disadvantaged and handicapped.	0	1	2	3	4	5
4.	Cultural influences on the disadvantaged and handicapped.	0	1	2	3	4	5
5.	Establishing a favorable learning climate for the disadvantaged and handicapped.	0	1	2	3	4	5
6.	Determining target audience needs for the disadvantaged and handicapped.	0	1	2	3	4	5
7.	Philosophies of teaching the disadvantaged and handicapped.	0	1	2	3	4	5
8.	Understanding the disadvantaged and handicapped programs now functioning in communities.	0	1	2	3	4	5
9.	Methods and techniques of motivating the disadvantaged and handicapped.	0	1	2	3	4	5
10.	Locating and utilizing resource persons for the disadvantaged and handicapped.	0	1	2	3	4	5
11.	Effective methods and teaching techniques for the disadvantaged and handicapped.	0	1	2	3	4	5
12.	Locating and utilizing resource and supplementary materials for the disadvantaged and handicapped.	0	1	2	3	4	5
13.	Applying learning theories in teaching the disadvantaged and handicapped.	0	1	2	3	4	5

14. Understanding special programs for the disadvantaged and handicapped. 0 1 2 3 4 5

15. Influence of teacher characteristics on the disadvantaged and handicapped. 0 1 2 3 4 5

16. Appropriate goals and obligations for teaching the disadvantaged and handicapped. 0 1 2 3 4 5

17. Establishing appropriate learning environment for the disadvantaged and handicapped. 0 1 2 3 4 5

18. Diagnosing learning difficulties of the disadvantaged and handicapped. 0 1 2 3 4 5

19. Management expectation of job ethics, decorum, and loyalty of the workers. 0 1 2 3 4 5

20. Using individualized instructions to correct learning disabilities of the disadvantaged and handicapped. 0 1 2 3 4 5

21. Effective use of audio-visual aids in teaching the handicapped and disadvantaged. 0 1 2 3 4 5

22. Preparing audio-visual media to aid in teaching the disadvantaged and handicapped. 0 1 2 3 4 5

23. Directing learning activities for the disadvantaged and handicapped. 0 1 2 3 4 5

24. Understanding basic needs of the disadvantaged and handicapped. 0 1 2 3 4 5

25. Effective methods and techniques in counseling the disadvantaged and handicapped. 0 1 2 3 4 5

26. Selecting and administering standardized test to the disadvantaged and handicapped. 0 1 2 3 4 5

27. Application of test result in guidance and counseling of the disadvantaged and handicapped. 0 1 2 3 4 5

28. Effective methods of communicating with the disadvantaged and handicapped. 0 1 2 3 4 5

29. Developing and implementing educational programs based on the needs, interests, and abilities of the disadvantaged and handicapped. 0 1 2 3 4 5

30. Understanding employment opportunities for the disadvantaged and handicapped. 0 1 2 3 4 5

END

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
Normal, Alabama 35762

AGRICULTURAL EDUCATION DEPARTMENT

SELF EVALUATION

DIRECTION: Please circle the number along the continuum which you think will indicate the degree of your knowledge or competency in the areas listed below.

EXAMPLE: Group leadership activities for the disadvantaged and handicapped.

0	1	2	3	4	[✓ 5]
None	Poor	Fair	Good	very good	Excellent

START

0	1	2	3	4	5
None	Poor	Fair	Good	Very Good	Excellent

1. Physical characteristics of the disadvantaged and handicapped. 0 1 2 3 4 5

2. Sociological influences on the disadvantaged and handicapped. 0 1 2 3 4 5

3. Psychological barriers to the disadvantaged and handicapped. 0 1 2 3 4 5

4. Cultural influences on the disadvantaged and handicapped. 0 1 2 3 4 5

5. Establishing a favorable learning climate for the disadvantaged and handicapped. 0 1 2 3 4 5

6. Determining target audience needs for the disadvantaged and handicapped. 0 1 2 3 4 5

7. Philosophies of teaching the disadvantaged and handicapped. 0 1 2 3 4 5

8. Understanding the disadvantaged and handicapped programs now functioning in communities. 0 1 2 3 4 5

9. Methods and techniques of motivating the disadvantaged and handicapped. 0 1 2 3 4 5

10. Locating and utilizing resource persons for the disadvantaged and handicapped. 0 1 2 3 4 5

11. Effective methods and teaching techniques for the disadvantaged and handicapped. 0 1 2 3 4 5

12. Locating and utilizing resource and supplementary materials for the disadvantaged and handicapped. 0 1 2 3 4 5

13. Applying learning theories in teaching the disadvantaged and handicapped. 0 1 2 3 4 5

14. Understanding special programs for for the disadvantaged and handicapped. 1 2 3 4 5

15. Influence of teacher characteristics on the disadvantaged and handicapped. 0 1 2 3 4 5

16. Appropriate goals and obligations for teaching the disadvantaged and handicapped. 0 1 2 3 4 5

17. Establishing appropraite learning environment for the disadvantaged and handicapped. 0 1 2 3 4 5

18. Diagnosing learning difficulties of the disadvantaged and handicapped. 0 1 2 3 4 5

19. Management expectation of job ethics, decorum, and loyalty of the workers. 0 1 2 3 4 5

20. Using individualized instructions to correct learning disabilities of the disadvantaged and handicapped. 0 1 2 3 4 5

21. Effective use of audio-visual aids in teaching the disadvantaged and handicapped. 0 1 2 3 4 5

22. Preparing audio-visual media for aiding the disadvantaged and handicapped. 0 1 2 3 4 5

23. Directing learning activities for the disadvantaged and handicapped. 0 1 2 3 4 5

24. Understanding basic needs of the disadvantaged and handicapped. 0 1 2 3 4 5

25. Effective methods and techniques in counseling the disadvantaged and handicapped. 0 1 2 3 4 5

26. Selecting and administering standardized test to the disadvantaged and handicapped. 0 1 2 3 4 5

27. Application of test results in guidance and counseling of the disadvantaged and handicapped. 0 1 2 3 4 5

28. Effective methods of communicating with the disadvantaged and handicapped. 0 1 2 3 4 5

29. Developing and implementing educational programs based on the needs, interests, and abilities of the disadvantaged and handicapped. 0 1 2 3 4 5

30. Understanding employment opportunities for the disadvantaged and handicapped. 0 1 2 3 4 5

E N D

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
Normal, Alabama 35762

SEMANTIC DIFFERENTIAL SCALE

DIRECTIONS: You are being asked to rate concepts against a series of bipolar adjectives scales. In filling out these scales, please make your judgment on the basis of what these concepts mean to you. At the top of each scale, you will find a concept and to the left and right of each scale are bipolar adjectives. You are to rate the concept by checking somewhere along the continuum between the bipolar adjectives.

Here is how you are to use the scale. If you feel that the concept at the top of the scale is very closely related to the bipolar adjective to the left of the scale, place your "X" as follows:

INTELLIGENT STUDENT

If you feel that the above concept (intelligent student) is closely related to the adjective on the left of the scale, place your"X" as follows:

Good X ___ ___ ___ ___ ___ ___ Bad

NOTE: The "X" could have been placed anywhere along the continuum, depending on the respondent's feeling about the concept. If the feeling is neutral, the "X" would be placed half-way between good and bad.

PLEASE:

1. Place an "X" on every scale for every concept-do not omit any.
2. Do not place more than one "X" on a single scale.
3. Do not look back and forth through the items while rating the concepts. Make each item a separate and independent judgment.
4. Work through the scale as rapidly as possible. Record your first impression; your immediate feeling.

PLEASE TURN TO NEXT PAGE AND START MARKING THE SCALES.

PHYSICAL IMPAIRMENT

Good	___	___	___	___	___	___	___	Bad
Ugly	___	___	___	___	___	___	___	Beautiful
Pleasant	___	___	___	___	___	___	___	Unpleasant
Unprofitable	___	___	___	___	___	___	___	Profitable
Clean	___	___	___	___	___	___	___	Dirty
Obstructive	___	___	___	___	___	___	___	Helpful
Beneficial	___	___	___	___	___	___	___	Harmful
Slow	___	___	___	___	___	___	___	Fast
Mean	___	___	___	___	___	___	___	Kind
Desirable	___	___	___	___	___	___	___	Undesirable
Dull	___	___	___	___	___	___	___	Sharp
Interesting	___	___	___	___	___	___	___	Boring

TEACHING THE DISADVANTAGED

Good ___ ___ ___ ___ ___ ___ ___ Bad

Ugly ___ ___ ___ ___ ___ ___ ___ Beautiful

Pleasant ___ ___ ___ ___ ___ ___ ___ Unpleasant
Unprofitable ___ ___ ___ ___ ___ ___ ___ Profitable
Clean ___ ___ ___ ___ ___ ___ ___ Dirty
Obstructive ___ ___ ___ ___ ___ ___ ___ Helpful
Beneficial ___ ___ ___ ___ ___ ___ ___ Harmful
Slow ___ ___ ___ ___ ___ ___ ___ Fast

Mean ___ ___ ___ ___ ___ ___ ___ Kind

Desirable ___ ___ ___ ___ ___ ___ ___ Undesirable

Dull ___ ___ ___ ___ ___ ___ ___ Sharp

Interesting ___ ___ ___ ___ ___ ___ ___ Boring

USE OF SLANG TERMS

Good ___ ___ ___ ___ ___ ___ ___ Bad

Ugly ___ ___ ___ ___ ___ ___ ___ Beautiful

Pleasant ___ ___ ___ ___ ___ ___ ___ Unpleasant

Unprofitable ___ ___ ___ ___ ___ ___ ___ Profitable

Clean ___ ___ ___ ___ ___ ___ ___ Dirty

Obstructive ___ ___ ___ ___ ___ ___ ___ Helpful

Beneficial ___ ___ ___ ___ ___ ___ ___ Harmful

Slow ___ ___ ___ ___ ___ ___ ___ Fast

Mean ___ ___ ___ ___ ___ ___ ___ Kind

Desirable ___ ___ ___ ___ ___ ___ ___ Undesirable

Dull ___ ___ ___ ___ ___ ___ ___ Sharp

Interesting ___ ___ ___ ___ ___ ___ ___ Boring

COUNSELING THE DISADVANTAGED

Good ___ ___ ___ ___ ___ ___ ___ Bad

Ugly ___ ___ ___ ___ ___ ___ ___ Beautiful

Pleasant ___ ___ ___ ___ ___ ___ ___ Unpleasant

Unprofitable ___ ___ ___ ___ ___ ___ ___ Profitable

Clean ___ ___ ___ ___ ___ ___ ___ Dirty

Obstructive ___ ___ ___ ___ ___ ___ ___ Helpful

Beneficial ___ ___ ___ ___ ___ ___ ___ Harmful

Slow ___ ___ ___ ___ ___ ___ ___ Fast

Mean ___ ___ ___ ___ ___ ___ ___ Kind

Desirable ___ ___ ___ ___ ___ ___ ___ Undesirable

Dull ___ ___ ___ ___ ___ ___ ___ Sharp

Interesting ___ ___ ___ ___ ___ ___ ___ Boring

HOSTILE STUDENT

Good ___ ___ ___ ___ ___ ___ ___ Bad

Ugly ___ ___ ___ ___ ___ ___ ___ Beautiful

Pleasant ___ ___ ___ ___ ___ ___ ___ Unpleasant

Unprofitable ___ ___ ___ ___ ___ ___ ___ Profitable

Clean ___ ___ ___ ___ ___ ___ ___ Dirty

Obstructive ___ ___ ___ ___ ___ ___ ___ Helpful

Beneficial ___ ___ ___ ___ ___ ___ ___ Harmful

Slow ___ ___ ___ ___ ___ ___ ___ Fast

Mean ___ ___ ___ ___ ___ ___ ___ Kind

Desirable ___ ___ ___ ___ ___ ___ ___ Undesirable

Dull ___ ___ ___ ___ ___ ___ ___ Sharp

Interesting ___ ___ ___ ___ ___ ___ ___ Boring

VISITING HOMES OF THE DISADVANTAGED

Good ___ ___ ___ ___ ___ ___ ___ Bad

Ugly ___ ___ ___ ___ ___ ___ ___ Beautiful

Pleasant ___ ___ ___ ___ ___ ___ ___ Unpleasant

Unprofitable ___ ___ ___ ___ ___ ___ ___ Profitable

Clean ___ ___ ___ ___ ___ ___ ___ Dirty

Obstructive ___ ___ ___ ___ ___ ___ ___ Helpful

Beneficial ___ ___ ___ ___ ___ ___ ___ Harmful

Slow ___ ___ ___ ___ ___ ___ ___ Fast

Mean ___ ___ ___ ___ ___ ___ ___ Kind

Desirable ___ ___ ___ ___ ___ ___ ___ Undesirable

Dull ___ ___ ___ ___ ___ ___ ___ Sharp

Interesting ___ ___ ___ ___ ___ ___ ___ Boring

LANGUAGE BARRIER

Good ___ ___ ___ ___ ___ ___ ___ Bad

Ugly ___ ___ ___ ___ ___ ___ ___ Beautiful

Pleasant ___ ___ ___ ___ ___ ___ ___ Unpleasant

Unprofitable ___ ___ ___ ___ ___ ___ ___ Profitable

Clean ___ ___ ___ ___ ___ ___ ___ Dirty

Obstructive ___ ___ ___ ___ ___ ___ ___ Helpful

Beneficial ___ ___ ___ ___ ___ ___ ___ Harmful

Slow ___ ___ ___ ___ ___ ___ ___ Fast

Mean ___ ___ ___ ___ ___ ___ ___ Kind

Desirable ___ ___ ___ ___ ___ ___ ___ Undesirable

Dull ___ ___ ___ ___ ___ ___ ___ Sharp

Interesting ___ ___ ___ ___ ___ ___ ___ Boring

MOTIVATING DISADVANTAGED STUDENTS

Good ___ ___ ___ ___ ___ ___ ___ Bad

Ugly ___ ___ ___ ___ ___ ___ ___ Beautiful

Pleasant ___ ___ ___ ___ ___ ___ ___ Unpleasant

Unprofitable ___ ___ ___ ___ ___ ___ ___ Profitable

Clean ___ ___ ___ ___ ___ ___ ___ Dirty

Obstructive ___ ___ ___ ___ ___ ___ ___ Helpful

Beneficial ___ ___ ___ ___ ___ ___ ___ Harmful

Slow ___ ___ ___ ___ ___ ___ ___ Fast

Mean ___ ___ ___ ___ ___ ___ ___ Kind

Desirable ___ ___ ___ ___ ___ ___ ___ Undesirable

Dull ___ ___ ___ ___ ___ ___ ___ Sharp

Interesting ___ ___ ___ ___ ___ ___ ___ Boring

CULTURALLY DEPRIVED

Good ___ ___ ___ ___ ___ ___ ___ Bad

Ugly ___ ___ ___ ___ ___ ___ ___ Beautiful

Pleasant ___ ___ ___ ___ ___ ___ ___ Unpleasant

Unprofitable ___ ___ ___ ___ ___ ___ ___ Profitable

Clean ___ ___ ___ ___ ___ ___ ___ Dirty

Obstructive ___ ___ ___ ___ ___ ___ ___ Helpful

Beneficial ___ ___ ___ ___ ___ ___ ___ Harmful

Slow ___ ___ ___ ___ ___ ___ ___ Fast

Mean ___ ___ ___ ___ ___ ___ ___ Kind

Desirable ___ ___ ___ ___ ___ ___ ___ Undesirable

Dull ___ ___ ___ ___ ___ ___ ___ Sharp

Interesting ___ ___ ___ ___ ___ ___ ___ Boring

LIVING IN A GHETTO

Good ___ ___ ___ ___ ___ ___ ___ Bad

Ugly ___ ___ ___ ___ ___ ___ ___ Beautiful

Pleasant ___ ___ ___ ___ ___ ___ ___ Unpleasant

Unprofitable ___ ___ ___ ___ ___ ___ ___ Profitable

Clean ___ ___ ___ ___ ___ ___ ___ Dirty

Obstructive ___ ___ ___ ___ ___ ___ ___ Helpful

Beneficial ___ ___ ___ ___ ___ ___ ___ Harmful

Slow ___ ___ ___ ___ ___ ___ ___ Fast

Mean ___ ___ ___ ___ ___ ___ ___ Kind

Desirable ___ ___ ___ ___ ___ ___ ___ Undesirable

Dull ___ ___ ___ ___ ___ ___ ___ Sharp

Interesting ___ ___ ___ ___ ___ ___ ___ Boring

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
Normal, Alabama

Vocational Education Teachers Workshop

Methods and Techniques of Teaching the Disadvantaged and Handicapped

DIRECTIONS: Please place a check mark on the scale to indicate your reaction to each item. You should make only one check mark for each item. React to each item as a discrete item unrelated to the other items.

High

+5	+4	+3	+2	+1	Content clear to me	-1	-2	-3	-4	-5
+5	+4	+3	+2	+1	New ideas to me	-1	-2	-3	-4	-5
+5	+4	+3	+2	+1	My participation	-1	-2	-3	-4	-5
+5	+4	+3	+2	+1	Usefulness to me	-1	-2	-3	-4	-5
+5	+4	+3	+2	+1	Opportunity for my participation	-1	-2	-3	-4	-5
+5	+4	+3	+2	+1	Level of group interest	-1	-2	-3	-4	-5
+5	+4	+3	+2	+1	Take-home value for me	-1	-2	-3	-4	-5
+5	+4	+3	+2	+1	My general reaction	-1	-2	-3	-4	-5

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
Normal, Alabama 35762

DIVISION OF GRADUATE STUDIES

Vocational Education Project

PARTICIPANTS' EVALUATION OF INSTITUTE AND WORKSHOP

As a participant in this workshop, you can provide information which will be valuable in evaluating this workshop and planning future workshops of similar nature.

The following items are provided to gather basic evaluative data. Please feel free to write additional comments on the backs of these sheets.

PART I: Please indicate your evaluation of this training workshop by checking in the "negative", "neutral", or "positive" column for each of the following. Thus, if you feel that the facilities were good, you would check the "positive" column; if they were bad, check "negative"; if neither particularly good nor particularly bad, check "neutral".

Negative	Neutral	Positive	
________	________	________	1. Consultant's knowledge of subject.
________	________	________	2. Relationship of speaker's presentation to the announced topics.
________	________	________	3. Value of materials presented.
________	________	________	4. Relevance of content.
________	________	________	5. Clarity of workshop purposes.

Negative	Neutral	Positive	
________	________	________	6. Balance between presentations, group work sessions and small group discussions.
________	________	________	7. Group participation in small group discussions.
________	________	________	8. Expression of individual ideas.

PART II. Please respond to each of the statements below, using the following code:

SA - Strongly Agree
A - Agree
U - Undecided
D - Disagree
SD - Strongly Disagree

SA	A	U	D	SD	
__	__	__	__	__	1. This workshop gave me valuable information to more effectively prepare proposals for disadvantaged and handicapped programs.
__	__	__	__	__	2. As a result of participating in this workshop, I can more effectively use individualized instruction in teaching the disadvantaged and handicapped learners.
__	__	__	__	__	3. Participation in this workshop increased my knowledge of methods and techniques of motivating the disadvantaged and handicapped learners.
__	__	__	__	__	4. This workshop acquainted me with valuable information for more effectively teaching the disadvantaged and handicapped learners.

PART III. Please react to the following questions, being as specific as possible.

1. What do you consider to be the major strengths of this training workshop?

2. What do you consider to be the major weaknesses of this training workshop?

3. Based upon your experiences during the first one-day workshop, please give your recommendations for planning the second workshop:

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
Normal, Alabama 35762

DIVISION OF GRADUATE STUDIES

PARTICIPANTS' EVALUATION OF INSTITUTE AND WORKSHOPS

DIRECTIONS: This form has been prepared to get your reactions to the activities, content, and conduct of the program. Please be perfectly candid in your responses. For each of the statements below, circle the letter(s) which indicates your agreement or disagreement with the statement according to the following code.

SA = I strongly agree with the statement.
A = I agree moderately with the statement
? = I am undecided.
D = I disagree moderately with the statement.
SD = I strongly disagree with the statement.

SA A ? D SD 1. The institute and workshops held my interest.

SA A ? D SD 2. The objectives of the institute and workshops were clear to me.

SA A ? D SD 3. Enough time was provided for group discussions.

SA A ? D SD 4. The consultants should have contributed more to the small group discussions.

SA A ? D SD 5. The persons who planned the program should feel the objectives were accomplished.

SA A ? D SD 6. The objectives of the institute and workshop were realistic.

SA A ? D SD 7. The institute and workshop were very worthwhile.

SA A ? D SD 8. The objectives of the institute and workshops were the same as my purpose for attending.

SA A ? D SD 9. There was enough time for informal discussions during the institute and workshops.

SA A ? D SD 10. I got many new ideas during the institute and workshops which will help me teach the disadvantaged and handicapped learners.

SA A ? D SD 11. The consultants were stimulating and interesting.

SA A ? D SD 12. The facilities (meeting rooms, etc.) for the institute and workshops were very adequate and contributed to a successful program.

SA A ? D SD 13. The content of the institute and workshops was very appropriate.

SA A ? D SD 14. During the institute and workshops, I was stimulated to think about how I could more effectively teach the less fortunate.

SA A ? D SD 15. The institute and workshops were well organized.

SA A ? D SD 16. The consultants encouraged the development of new view points and ideas.

SA A ? D SD 17. I had an opportunity to express my ideas during the institute and workshops.

SA A ? D SD 18. The institute sessions were well structured.

SA A ? D SD 19. All participants contributed effectively to the group discussions.

SA A ? D SD 20. The program had a sufficient number of speakers.

SA A ? D SD 21. Too much of the participants' time was not spent in the evaluation of the program.

SA A ? D SD 22. The institute and workshop programs were not too fixed.

SA A ? D SD 23. The activities were quite interesting

What do you consider the major strengths of the total program?

What do you consider the major weaknesses of the total program?

APPENDIX F

Summary of Participants' Evaluation
Of Institute and Workshops

FORM 3

A Summary of the Participants' Evaluation of Institute

SA = Strongly Agree
A = Agree
? = Undecided
D = Moderately Disagree
SD = Strongly Disagree

		SA	A	?	D	SD	Mean Rating
1.	The institute and workshops held my interest.	10	8	5	6	1	3.66
2.	The objectives of the institute and workshops were clear to me.	12	7	8	2	1	4.13
3.	Enough time was provided for small group discussions.	5	3	5	9	8	2.60
4.	The consultants should have contributed more to the small group discussions.	4	3	7	6	10	2.50
5.	The persons who planned the program should feel that the objectives were accomplished.	15	7	7	1	0	4.20
6.	The objectives of the institute and workshops were realistic.	15	10	3	3	0	4.33
7.	The institute and workshops were very worthwhile.	15	7	3	2	3	3.97
8.	The objectives of the institute were the same as my purpose for attending.	12	10	3	5	0	3.97
9.	There was enough time for informal discussions during the institute and workshops.	5	8	7	8	2	3.20
10.	I got many new ideas during the institute and workshops which will help me teach the disadvantaged and handicapped learners.	16	10	2	1	1	4.30
11.	The consultants were stimulating and interesting.	12	7	6	1	4	3.73

	SA	A	?	D	SD	Mean Rating
12. The facilities (meeting rooms, etc.) for the institute and workshops were very adequate and contributed to a successful program.	12	7	6	1	4	3.73
13. The content of the institute and workshops was very appropriate.	9	10	3	5	3	3.87
14. During the institute and workshops, I was stimulated to think about how I could more effectively teach the less fortunate.	14	10	3	3	0	4.17
15. The institute and workshops were well organized.	15	9	3	2	1	4.17
16. The consultants encouraged the development of new view points and ideas.	12	10	5	1	2	3.97
17. I had an opportunity to express my ideas during the institute and workshops.	20	10	0	0	0	4.67
18. The institute sessions were well structured.	15	10	1	3	1	4.17
19. All participants contributed effectively to the group discussions.	10	12	3	3	2	3.83
20. The program had a sufficient numbers of speakers.	12	4	2	7	5	3.37
21. Too much of the participants' time was not spent in the evaluation of the program.	13	10	5	2	0	4.13
22. The institute program was not too fixed.	17	5	5	3	0	4.20
23. The activities were quite interesting.	15	15	0	0	0	4.50

24. Major strengths of the total program.

a. Consultants were well prepared.

b. Small group discussions and question and answer periods were interesting and stimulating.

c. New methods and techniques were learned relative to teaching the disadvantaged and handicapped learners.

d. Setting behavioral objectives for the disadvantaged and handicapped learners.

e. The participants were encouraged to express their opinions.

f. The program was well organized.

g. Good race relationship was established.

25. Major weaknesses of the total program

a. Consultants did not distribute a summary of their presentations.

b. Needed more representation from industry.

c. Needed more visual aids.

d. Not enough field trips held.

FORM 4

SUMMARY OF PARTICIPANTS' EVALUATION OF FIRST WORKSHOP

High								Low		Mean Rating
9 +5	6 +4	8 +3	1 +2	2 +1	Content clear to me	0 -1	0 -2	0 -3	1 -4	1 -5	3.39
5 +5	4 +4	8 +3	4 +2	3 +1	New ideas to me	0 -1	1 -2	1 -3	2 -4	0 -5	2.57
8 +5	8 +4	5 +3	3 +2	2 +1	My participation	1 -1	0 -2	0 -3	1 -4	0 -5	3.29
11 +5	5 +4	4 +3	5 +2	1 +1	Usefulness to me	0 -1	0 -2	0 -3	2 -4	0 -5	3.43
12 +5	3 +4	6 +3	4 +2	0 +1	Opportunity for my participation	0 -1	1 -2	0 -3	1 -4	1 -5	3.39
4 +5	8 +4	5 +3	5 +2	3 +1	Level of group interest	0 -1	1 -2	0 -3	0 -4	2 -5	2.75
8 +5	7 +4	6 +3	3 +2	2 +1	Take-home value for me	1 -1	0 -2	0 -3	1 -3	0 -4	3.29
7 +5	8 +4	7 +3	2 +2	1 +1	My general reaction	0 -1	0 -2	0 -3	2 -4	1 -5	3.21

NOTE: Mean rating = summation of plus scores minus summation of negative scores divided by 28.

Mean rating of total workshop = 3.14

FORM 5

SUMMARY OF PARTICIPANTS' EVALUATION OF SECOND WORKSHOP

High						Low					Mean Rating
8 +5	4 +4	8 +3	3 +2	0 +1	Content clear to me	0 -1	0 -2	0 -3	2 -4	1 -5	3.19
5 +5	6 +4	10 +3	4 +2	1 +1	New ideas to me	0 -1	0 -2	0 -3	0 -4	0 -5	3.38
7 +5	8 +4	5 +3	3 +2	2 +1	My participation	1 -1	0 -2	0 -3	0 -4	0 -5	3.42
11 +5	5 +4	4 +3	3 +2	1 +1	Usefulness to me	0 -1	0 -2	1 -3	0 -4	1 -5	3.54
12 +5	4 +4	5 +3	4 +2	0 +1	Opportunity for my participation	0 -1	1 -2	0 -3	0 -4	0 -5	3.77
4 +5	7 +4	5 +3	6 +2	3 +1	Level of Group interest	0 -1	1 -2	0 -3	0 -4	0 -5	2.96
10 +5	5 +4	4 +3	3 +2	2 +1	Take-home value for me	0 -1	0 -2	0 -3	1 -4	1 -5	3.38
7 +5	8 +4	8 +3	0 +2	1 +1	My general reaction	0 -1	1 -2	1 -3	0 -4	0 -5	3.38

NOTE: Mean rating = summation of plus scores minus summation of negative scores divided by 26.

Mean rating of total workshop = 3.37

FORM 6

SUMMARY OF PARTICIPANTS' EVALUATION OF FIRST WORKSHOP

Section I

		Negative	Neutral	Positive
1.	Consultants' knowledge of subject.	0	3	25
2.	Relationship of speaker's presentation to the announced topics.	1	4	23
3.	Value of materials presented.	1	7	20
4.	Relevance of content.	1	2	25
5.	Clarity of workshop purposes.	3	5	20
6.	Balance between presentations, group sessions and small group discussions.	2	6	21
7.	Group participation in small group discussions.	1	3	24
8.	Expression of individual ideas.	1	4	23
	TOTAL	10	34	156

Section II

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

		SA	A	U	D	SD
1.	This workshop gave me valuable information to more effectively prepare proposals for disadvantaged and handicapped.	7	12	3	3	3
2.	As a result of participating in this workshop, I can more effectively use individualized instruction in teaching the disadvantaged and handicapped learners.	10	10	4	3	1
3.	Participation in this workshop increased my knowledge of methods and techniques of motivating the disadvantaged and handicapped learners.	18	5	3	2	0
4.	This workshop acquainted me with valuable information for more effectively teaching the disadvantaged and handicapped learners.	17	7	3	1	0

Major strengths of this workshop

1. Good organization of the program.
2. Well-informed consultants.
3. Excellent teaching media and audio-visual aids.
4. Good race relationship.
5. The ability to become aware of direct responsibilities relative to teaching the disadvantaged and handicapped.
6. Motivated and encouraged participants to write proposals pertinent to disadvantaged and handicapped programs.
7. Provided diversified learning episodes in a short span of time.
8. Provided an opportunity to share experiences with others regarding the various areas of disciplines that will reverberate throughout the lives of persons who teach disadvantaged and handicapped learners.
9. The question and answer sessions were stimulating and realistic.
10. Freedom of self-expression.
11. Hand-outs and reference materials were excellent.

Major weaknesses of the workshop

1. Failed to incorporate "role playing" in the small group sessions.
2. Not enough time alloted in small group discussions.

Recommendations for planning other workshops

1. More emphasis should be placed on the handicapped rather than the disadvantaged.
2. More time for breaks.
3. More audio-visual aids.

FORM 7

SUMMARY OF PARTICIPANTS' EVALUATION OF SECOND WORKSHOP

SECTION I

	Negative	Neutral	Positive		Items
	1	5	20	1.	Speakers' knowledge of subject.
	3	3	20	2.	Speakers' stimulation of intellectual curiosity.
	2	6	18	3.	Relationship of speakers' presentation to the announced topics.
	0	4	22	4.	Facilities
	0	1	25	5.	Value of materials presented.
	2	2	22	6.	Level at which subject-matter was presented.
	0	0	26	7.	Relevance to content.
	4	2	20	8.	Time to react to topics.
	1	4	20	9.	Project planning and organization.
	4	6	16	10.	Length of conference day.
	0	9	17	11.	Clarity of project purposes.
	0	2	24	12.	Reasonableness of project objectives.
	3	3	20	13.	Balance between presentations and group sessions.
	1	7	18	14.	Group participation in work session.
	4	3	19	15.	Expression of individual ideas.
TOTAL	25	57	308		

SECTION II

SA = Strongly Agree A = Agree U = Undecided
D = Disagree SD = Strongly Disagree

	SA	A	U	D	SD
1. This training project provided me with a better understanding of the social, economic, psychological, and cultural problems of the disadvantaged and handicapped learners.	18	8	0	0	0
2. This training project prepared me to more effectively diagnose learning difficulties and apply individual instruction to connect those difficulties.	7	17	1	1	0
3. This training project acquainted me with special employment problems of disadvantaged and handicapped learners.	9	15	1	1	0
4. Participation in this training project enhanced my ability to use appropriate techniques in counseling and motivating disadvantaged and handicapped learners.	8	15	1	2	0
5. As a result of participating in this training project, I can more effectively utilize instructional materials based upon the knowledge and skill needs of disadvantaged and handicapped learners.	7	18	0	1	0
TOTAL	49	73	3	5	0

6. Major strong points emphasized by participants:

a. Good race relations
b. Question and answer sessions were excellent.
c. Consultants were well prepared.
d. Sharing of views with different experiences was magnificant.
e. Staff did a good job toward shaping the program to fit the needs of its members.
f. Developed deeper commitment toward Vocational Education.
g. The workshop was flexible.
h. The staff did a complimentary job in pre-planning, selecting consultants and carrying out the workshop.

7. Major weak points emphasized by participants.

   a. More grouping by discipline.
   b. Each consultant supply participants with at least a summary of his presentation.
   c. Not enough illustrative materials passed out.
   d. More information on testing and role playing.
   e. Need more time in small groups.
   f. More visual aids.
   g. More representation from industry.

8. Recommendations for planning workshops

   a. More emphasis should be placed on the teaching of the handicapped.
   b. More time for breaks.
   c. More audio-visual aids.

FORM 8

SUMMARY OF PARTICIPANTS' EVALUATION OF THE INSTITUTE AND WORKSHOPS

The following items were provided to gather basic evaluative data. The participants were asked to feel free to write additional comments on the backs of the sheets of paper or give comments on the workshops to the project staff members.

The following is a summary of the participants' evaluation of the institute.

PART I: Please indicate your evaluation of this training project by checking in the "negative", "neutral", or "positive" column for each of the following. Thus, if you felt the facilities were good, you would check item 4 in the "positive" column; if they were bad, check "negative"; if neither particularly good nor particularly bad, check "neutral".

Negative	Neutral	Positive	
1	5	24	1. Speakers' knowledge of subject.
3	1	26	2. Speaker's stimulation of intellectual curiosity.
2	4	24	3. Relationship of speakers' presentations to the announced topics.
0	8	22	4. Facilities.
0	5	25	5. Value of materials presented.
2	6	22	6. Level at which presented.
0	4	26	7. Relevance of content.
4	6	20	8. Time to react to topics.
1	9	20	9. Project planning and organization.
4	6	20	10. Length of conference day.
0	9	21	11. Clarity of project purposes.
4	2	24	12. Reasonableness of project objectives.
3	7	20	13. Balance between presentations and group work sessions.
1	9	20	14. Group participation in work session.
4	6	20	15. Expression of individual ideas.

PART II: Please respond to each of the statements below, using the following code:

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

SA	A	U	D	SD	
18	12	0	0	0	1. This training provided me with a better understanding of the social, economic, psychological, and cultural problems of disadvantaged and handicapped learners.
7	21	1	1	0	2. This training project prepared me to more effectively diagnose learning difficulties and apply individualized instruction to correct those difficulties.
9	19	1	1	0	3. This training project acquainted me with special employment problems of disadvantaged and handicapped learners.
8	19	1	2	0	4. Participation in this training project enhanced my ability to use appropriate techniques in counseling and motivating disadvantaged and handicapped students.
12	12	0	0	0	5. As a result of participating in this training project, I can more effectively utilize instructional materials based upon the knowledge and skill needs of disadvantaged and handicapped learners.

WHAT THE PARTICIPANTS CONSIDERED TO BE THE MAJOR STRENGTH OF THE TRAINING PROJECT AND THE NUMBER RESPONDING

Major Strength of Training Project	Number Responding
1. Good race relationship	10
2. Small group discussion	7
3. Exposure of audio-visual aids	3
4. Relevant and informative materials to better communicate with the disadvantaged and handicapped	4
5. The project served as an enriching experience relative to working with the disadvantaged and handicapped	3

	Major Strengths of Training Project	Number Responding
6.	Field trips	3
7.	Excellent resource persons	9
8.	Excellent physical facilities	10
9.	Excellent information relative to the social, economical and cultural aspects of the disadvantaged	8
10.	Identification of problems and skills pertinent to the disadvantaged and handicapped learner	5
11.	Splendid planning and organization of the program	7

WHAT THE PARTICIPANTS CONSIDERED TO BE THE MAJOR WEAKNESSES OF THE TRAINING PROJECT AND THE NUMBER RESPONDING

	Major Weaknesses of Training Project	Number Responding
1.	Failure to include superintendents and principals in the program	4
2.	Not enough time for group discussion	10
3.	Prolonged group session	2
4.	More questions raised than answered	1
5.	More field trips needed	12
6.	Not enough audio-visual aids used by consultants	10
7.	A need for role playing in group discussions relative to the personality development of disadvantaged and handicapped learners	2
8.	Handouts of the consultants' presentations were not provided	4

RECOMMENDATIONS PARTICIPANTS MADE RELATIVE TO PLANNING SIMILAR PROJECTS AND THE NUMBER RESPONDING

Recommendations for Planning Similar Projects	Number Responding
1. More audio-visual aids	7
2. Continuation of workshops each summer	4
3. Allocate more time for workshops	5
4. Provide more time for small group discussions	6
5. Assign group projects	4
6. Invite principals, superintendents and other personnel to attend the institute workshop	8
7. More information relative to individualized instruction	4
8. Invite vocational administrators to attend the institute workshop	3

APPENDIX G

Letter of Invitation and Correspondences with Participants

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
Normal, Alabama 35762

School of Agriculture
and Environmental Science

Dear

We are in the process of selecting participants for a three week institute for Vocational Education Teachers.

Your name has been submitted to us by the State Department of Education, Vocational Education Division, as a potential participant. We are extending to you an invitation to participate in the institute.

The program is being sponsored for Vocational Education Teachers in the State of Alabama who teach a significant number of disadvantaged and/or handicapped students.

The title of the institute is "In-Service Re-Training of Vocational Education Personnel to Amplify and Enhance Their Role in Working with Disadvantaged and Handicapped Learners".

If you accept the invitation, you will receive a stipend in the amount of seventy-five dollars ($75.00) per week plus ten cent per mile for travel.

The institute will begin June 27, 1970 and will terminate July 14, 1970.

The institute will be held on Alabama A. & M. University's Campus in the George Washington Carver Complex.

If you accept the invitation, we will send you complete details relative to program activities, convenient lodging places etc.

Page 2

Please check one of the statements below, detach and mail immediately.

Sincerely yours,

James I. Dawson
Project Director

CUT ALONG THIS LINE

( ) I will participate in the three-week institute.

( ) I will not be able to participate in the three-week institute.

Please check one of the statements below, detach and mail immediately.

Sincerely yours,

James I. Dawson
Project Director

CUT ALONG THIS LINE

( ) I will participate in the three-week institute.

( ) I will not be able to participate in the three-week institute.

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
Normal, Alabama 35762

Division of
Graduate Studies

Dear

We have completed plans to sponsor a three-week institute for Vocational Education Teachers who teach a significant number of disadvantaged and handicapped students. The title of the institute is "In-Service Re-Training of Vocational Education Personnel to Amplify and Enhance Their Role in Working with Disadvantaged and Handicapped Learners."

We would like to secure your services as a teaching consultant on ____________________, 1970, from 9:00 a.m. until 4:00 p.m.

If you accept this invitation, your topic for discussion will be ____. Your assignment will be to discuss your topic in a general assembly and serve as a consultant to small discussion groups, and answer questions during the question and answer period, after the small group discussions.

You will be paid travel and per diem plus a stipend of one hundred dollars ($100.00) for your service.

If you accept this offer, you will be mailed an institute program and other pertinent information relative to over-night living accommodations, etc.

Please check one of the statements below, detach and mail immediately.

Your cooperation in this matter will be appreciated.

Sincerely yours,

James I. Dawson
Project Director

CUT ALONG THIS LINE

( ) I will serve as a teaching consultant for your institute.

( ) I will not be able to serve as a teaching consultant for your institute.

Signed:______________________________

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
Normal, Alabama 35762

Division of
Graduate Studies

January 12, 1971

Dear

Our first one-day workshop for the Vocational Education Project Follow-Up Study will be held Saturday, January 30, 1971 from 8:30 a.m. until 4:30 p.m.

Enclosed are a workshop schedule, and a group discussion schedule.

The major content areas are shown at the bottom of the group discussion schedule. Since these areas will be covered in the small group discussions, please come prepared to contribute as much as possible to the small group discussion.

Travel and per diem will be paid at the rate of 10¢ per mile and $15.00 per day for those persons having to spend one night. However, all participants will receive expenses for lunch, Saturday, January 30, and 10¢ per mile for travel.

For those persons who will need motel accommodations, the following three motels are located conveniently near the Campus.

Albert Pick:	Single Room, single bed	$8.00
	Single Room, double bed	10.50
King's Inn:	Single Room, one person	10.66
	Single Room, two persons	13.78
Howard Johnson:	Single Room, one person	9.54
	Double Beds	15.96

We are hoping to have 100 per cent participation in the workshop. Please do not let us down.

Sincerely yours,

James I. Dawson
Project Director

JID:eh

Enclosures

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
Normal, Alabama 35762

TO: All Vocational Education Institute Participants

FROM: Dr. James I. Dawson

DATE: January 27, 1971

RE: Vocational Education Project Follow-Up Workshop

Put a red circle around January 30, 1971 on your calendar! On this date, the Vocational Education Project Follow-Up Study will have its first workshop and we are asking you to please attend. You have received previous correspondence regarding this workshop.

The workshop will begin promptly at 8:30 a.m. and will end at 4:30 p.m.

Please put forth a special effort to attend. We have outlined some very important activities for you.

Your cooperation in this matter will be appreciated.

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
Normal, Alabama 35762

Department of
Vocational Education

April 12, 1971

Dear

The second and final one-day Vocational Education Teachers Workshop will be held Saturday, May 1, 1971 at Alabama A. & M. University, in the George Washington Carver Complex, Home Economics Division. The workshop will begin at 8:30 a.m. and end at 3:00 p.m.

We have some excellent consultants for this workshop and hope that we will have one hundred per cent participation.

Many teachers have expressed an interest in inviting principals and other school administrators to this workshop. If you would like to invite your principal, supervisor or superintendent to attend this workshop, please do so. Please fill out the information sheet and mail it to us and we will send them a letter of invitation. However, we think that you should find out if he is interested in attending the workshop and can attend on the above date before sending us his name and address.

We are sorry, but project funds are not available for travel or per diem for your school administrators. However, your school administrator could accompany you to the workshop, thereby reducing his expenses.

It is imperative that we know how many school administrators plan to attend the workshop. Please rush the information sheet so we can contact your school administrator.

You will be mailed a program of the workshop at a later date.

If you have a good action picture of your class, please send it to us. We are in need of some good pictures for our final report. The picture must be in black and white.

Sincerely yours,

James I. Dawson
Project Director

JID:eh

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
Normal, Alabama 35762

Division of
Graduate Studies

April 19, 1971

Dear

Enclosed is a program of our second and final one-day workshop. As you may note from the program, we have two excellent consultants for this workshop.

Each participant will receive a certificate for participating in the program. Please make plans to be present to receive your certificate.

Please encourage your principal, supervisor or some other school administrator to attend the workshop.

We look forward to seeing you May 1.

Sincerely yours,

James I. Dawson
Project Director

JID:eh

Enclosures

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
Normal, Alabama 35762

Division of
Graduate Studies

April 26, 1971

Dear

You are invited to attend a one-day workshop for Vocational Education Teachers and Supervisors, May 1, 1971 at Alabama A. & M. University, Normal, Alabama.

The workshop will be held in the George Washington Carver Complex, School of Home Economics, and will be centered around teaching the disadvantaged and handicapped.

A special session will be held for school administrators, supervisors and counselors relative to "Integrating Vocational Education into the Basic School Curriculum".

Enclosed herewith is a workshop schedule. We hope that you can attend this workshop.

We are sorry that funds are not available for your travel and per diem. If you like, you may travel with your Vocational Education teacher, thereby, minimizing your expenses.

We are looking forward to greeting you May 1.

Sincerely yours,

James I. Dawson
Project Director

JID:eh

Enclosure

ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY
Normal, Alabama 35762

Department of
Agricultural Education

Dear

Enclosed herewith is a survey form which will be used in the follow-up study of the Vocational Education Teachers Institute. Please complete and mail this form in the enclosed stamped envelope at your earliest convenience.

You will be visited sometime in the near future by representatives from Alabama A. & M. University and/or Auburn University. The purpose of the visit will be to discuss with you any problem(s) you are encountering relative to teaching the disadvantaged, and offer recommendations which might aid in solving the problem(s).

Sincerely yours,

James I. Dawson,
Project Director

JID:eh

Enclosures

June 16, 1970

Dr. R. D. Morrison, President
Alabama A. & M. University
Normal, Alabama 35762

Dear Dr. Morrison:

This is to inform you that your consortium project designed to assist vocational teachers presently employed and working with disadvantaged individuals has been funded. We are presently in the process of developing a contract that will be sent to you for official signatures and notarization.

The Reviewing Committee suggested that several points be incorporated into the proposal and/or spelled out in more detail.

1. Priority should be given to participants who are presently employed as vocational teachers and those vocational units specifically designed to work with disadvantaged individuals. A listing of these teachers is enclosed. In the event that a sufficient number of participants cannot be recruited from this listing, other vocational teachers may be included in the program.

2. The relationship between Auburn and A. & M. should be spelled out in more detail. For example, it was determined through discussion with the University faculty members that Auburn University consultants would be expected to carry out the last week of the training program at A. & M., that portion being with handicapped individuals. This was not clearly indicated in the proposal.

3. Staff qualification - an expertise of each staff member as related to their ability dealing with disadvantaged and/or handicapped students.

4. The evaluation should be made by an outside agency. We would suggest the Occupational Research Coordinating Unit at Auburn. This is a branch of the State Department of Education which is under contract with Auburn University. If you desire to use the Occupational Research Coordinating Unit as the evaluating agency, Dr. R. A. Baker, Director of the Occupational Research Coordinating Unit should be contacted in order that his staff might begin to develop the evaluating instruments.

I would like to compliment both university staffs on developing and writing such a fine proposal and we are looking forward to working with each of the institutions involved.

Cordially yours,

James W. Selman, Director
Vocational Education

JWS:ah

Enclosure

cc: Dr. James I. Dawson